



EMORY

OXFORD
COLLEGE

catalog 2010–2011



Contents

Academic Program	7
Course Descriptions	21
Educational Resources	59
Admissions	64
Financial Information	70
Regulations.....	82
Trustees, Administration, and Faculty	105
Academic Calendar	120
Index.....	125

©2009 Emory University
Produced by Emory Creative Group, a department of Communications and Marketing,
109074-1.

Photos courtesy of Emory Photo/Video. To see a broad portfolio and arrange a shoot, or to view the video collection and commission a video, go to www.photo.emory.edu/.

Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in University programs and of use of facilities without such discrimination. The University also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equal Opportunity Programs, Administration Building, Atlanta, Georgia 30322. Telephone: 404.727.6016 (V/TTY).

If you are a person with a disability and wish to acquire this publication in an alternative format, please contact Regina Barrett, Academic Services, Seney Hall, Oxford College, Oxford, Georgia 30054. Telephone: 770.784.8436.

The University reserves the right to revise programs, information, requirements, regulations, or financial charges at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404.679.4501) to award degrees at the associate, bachelor's, master's, and doctoral levels.



“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”—Marcel Proust

Oxford College Profile

Oxford College Mission

Oxford College is dedicated to the goal of excellence in undergraduate liberal arts education. The college endorses the human and academic values inherent in the liberal arts tradition and—as an institution affiliated with the United Methodist Church—the moral and ethical values of the Judeo-Christian tradition. Oxford's administrators, faculty, and staff—who are responsible for the character of campus life—are dedicated to maintaining Oxford's longstanding status as a learning community characterized by intellectual vitality and freedom, individual responsibility, personal care, and mutual trust.

Oxford College concentrates its efforts on providing students with opportunities to acquire the skills and knowledge necessary for academic success in courses they may select as upper-division students, and to develop the values that characterize a well-educated person. To achieve these ends, both the curriculum and the co-curricular activities of Oxford College are designed to teach students to read perceptively, think independently, communicate clearly, and embrace responsible citizenship. Thus, Oxford College seeks to create an environment in which motivated students progress toward the kind of intellectual, social, and personal maturity that will help them lead full and useful lives.

Oxford College Profile

Emory University offers two academically equivalent yet distinctively different educational programs for the freshmen and sophomores. Oxford College is located thirty-eight miles east of Atlanta in the village of Oxford, Georgia, on the campus where Emory was founded in 1836. Seven hundred students, one fifth of the Emory freshman and sophomore classes, enroll on the Oxford campus where they pursue a liberal arts intensive program for the first two years of their Emory baccalaureate degree.

Oxford College concentrates on development of students' intellectual, social, and personal capacities as these are understood in the liberal arts tradition. In their third and fourth years, Oxford students join their classmates on the Atlanta campus where they focus more on their majors and have immediate access to the resources of one of the world's leading research communities. Oxford College offers the advantages of (1) faculty who come to Oxford because they recognize the transformative potential of the first two baccalaureate years, (2) small classes averaging seventeen students (the largest class is thirty three), (3) challenging yet supportive personal working relationships between faculty and students, (4) an environment that provides extensive opportunities for student participation and leadership, and (5) an exceptionally strong sense of supportive community among students, faculty, and staff.

Oxford's liberal arts intensive character is expressed more in pedagogy than in curriculum. In-class discussion and debate, problem-based learning, case studies, individual and team research projects and presentations, frequent writing, and detailed analysis of texts are among teaching strategies that the faculty employ. A consistent theme throughout is to compel students to become engaged, active learners so that ultimately they acquire knowledge, skills, and understanding as a result of their

own mental effort and discipline. Students are urged to go beyond the syllabus and to think creatively in deepening their knowledge and connecting what they learn in one course with what they have learned elsewhere. These teaching strategies are possible because of Oxford's small classes and the faculty's commitment to working with students as individuals.

All Oxford students live on campus in college housing, and residential life is an integral part of the Oxford educational program and the Oxford experience. Clubs, varsity and intramural sports, student theatrical and musical productions, personal development, and leadership training are among the activities that attract high levels of participation. There is an active program of weekly social and cultural events. Oxford students are generous with their time and concern and serve the Newton County community through Volunteer Oxford, the Bonner Leaders program, and extensive use of service learning in classes. One of Oxford's special assets is the ethnic, racial, socioeconomic, and geographic diversity of its students. The closeness of the Oxford community means that students are quickly known as individuals rather than as representatives of a group, and students report that often their most profound experiences are learning from others who are different from themselves. Oxford students form life-long friendships and say that when they move to the Atlanta campus as juniors, they go with three hundred friends.

Oxford College is unique. Students spend two years in an intimate, challenging, yet supportive community where they develop as scholars and as persons, and then move on to a rich research university environment where the resources and opportunities are essentially unlimited. For many students, it is the perfect combination.

Program of Study

Oxford students who complete the degree requirements (see p. 8), plus elective courses for a total of sixty-six semester hours (sixty-four Academic hours plus two PE hours), and do so with a 2.0 GPA are eligible to enter Emory College as juniors. They also receive the associate of arts degree and are eligible to participate in a special commencement ceremony before continuing on to the Atlanta campus.

Oxford College of Emory University is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404.670.4501) to award the associate of arts degree. In addition, Oxford College is accredited by the University Senate of the United Methodist Church.

Emory University

From its founding in 1836, Emory has grown into a national teaching, research, and service center with an enrollment of 11,433. A coeducational, private university affiliated with the United Methodist Church, Emory awards more than two thousand degrees annually. In addition to Oxford College, the University comprises Emory College; the Graduate School of Arts and Sciences; a broad program in the allied health professions; and the schools of Business, Law, Medicine, Theology, Nursing, and Public Health.



Among the centers for specialized research and study at Emory are the Graduate Institute of the Liberal Arts; the Division of Biological and Biomedical Sciences; the Carter Center; the Rollins Center for Church Ministries; the Emory Center for International Studies; the Center for Research in Faith and Moral Development; the Center for Ethics in Public Policy and the Professions; and the Michael C. Carlos Museum. Campus-based independent affiliates include the African Studies Association; Scholars Press; the National Faculty for the Humanities, Arts, and Sciences; and the Georgia Endowment for the Humanities.

Emory University maintains exchange agreements with the following universities abroad: Augsburg, Berlin, Göttingen, and Regensburg (Germany); Peking, Xiamen, and Xi'an Medical (People's Republic of China); Institute of State and Law of the Academy of Sciences and the Pushkin Institute (Russia); Tbilisi State (Georgia); St. Andrews (Scotland); Johannes Kepler (Austria); Kobe (Japan); Leiden (Holland); Montpellier (France); and Trieste (Italy).

Emory's Robert W. Woodruff Medical Center includes the schools of Medicine, Public Health, and Nursing; The Emory Clinic; Emory University Hospital; Crawford Long Hospital of Emory University; the Jesse Parker Williams Pavilion; and the Yerkes National Primate Research Center. Independent affiliates located in the vicinity of the medical center include the Georgia Mental Health Institute; the American Cancer Society; Wesley Homes; the U.S. Centers for Disease Control and Prevention; and the following hospitals: Grady Memorial, Egleston Hospital for Children, and the Atlanta Veterans Affairs Medical Center.



“What we do in college is to get over our littlemindedness. To get an education you have to hang around till you catch on.” —Robert Frost



7 | Academic Program

Academic Program

Accessibility

All programs shall be accessible to students with disabilities, as specified by the Americans with Disabilities Act.

Courses of Study

Oxford students who complete a minimum of sixty-seven hours (sixty-four Academic hours and two physical education hours) and meet the distribution requirements (cited on p. 9, with a minimum grade-point average of 2.0, receive the associate of arts degree, and thereby qualify to continue as juniors in Emory College. (See p.73)

Summer School

The Oxford Summer School Program is conducted jointly with Emory College on the Atlanta campus. For further information about summer school, contact your academic adviser.

Academic Load and Credit

The standard unit of credit in the semester system is the semester hour. Most courses earn four semester hours credit meeting for 150 minutes a week. However physical education classes earn one semester hour of credit and also meet for 150 minutes per week. Laboratories for science courses meet an additional three hours per week, usually from 2:00 to 5:00 p.m.

Average Load

An average course load is seventeen hours per semester (four four-hour courses plus physical education).

Maximum Load

The maximum academic load is twenty-two hours plus physical education. (Special permission is required for more than nineteen hours. See Overload Procedures for details.)

Minimum Load

The minimum load for a full-time student is twelve hours per semester.

Overload Procedures

Students must receive special permission from the Assistant Dean of Academic Services to take more than nineteen semester hours. (See criteria on following page.)

Criteria for Overloading (enrolling in more than nineteen hours per semester):

In order to become eligible to overload, a student must complete one semester or more at Oxford and have achieved a 3.0 or higher cumulative grade point average, or be in the last term before graduating and have a minimum cumulative grade point average of 2.0.

Students not meeting the above criteria must receive special permission to over-

load from the director of academic services by completing the request for overload form with their academic adviser and submitting it to the Assistant Dean of academic services.

Degree Requirements

To receive the AA degree (and thereby qualify to continue to Emory College), students must complete sixty-six semester hours (sixty-four academic hours and two physical education hours) with a minimum 2.0 GPA and subject to the requirements stated below. Students may not transfer between Oxford College and Emory College.

General Education Program Requirements

First-Year Writing Requirement: Students must satisfactorily complete English 185 during the first year of their enrollment at Oxford College. Entering students may be placed into English 100C, in which case they must complete the First-Year Writing Requirement by taking English 185 in the semester immediately following successful completion of English 100C. Students may be eligible to exempt the First –Year Writing Requirement with Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit.

Continuing Writing Requirement: In addition to the First-Year Writing Requirement, students must satisfactorily complete a writing rich course at Oxford College. Students must attain a grade of “C” or better in the writing rich course to satisfy the Continuee Writing Requirement.

Distribution Requirements

Students must complete three of the next five areas listed below plus Physical Education. In addition, students must take at least one course in each of the following areas: SNT (w/lab), HSC and HAP.

Mathematics and Quantitative Reasoning (MQR)

To fulfill this area, students must complete at least one course labeled MQR.

Science, Nature, Technology (SNT)

To fulfill this area, students must complete at least two courses labeled SNT. All students must take one SNT course with lab.

History, Society, Cultures (HSC)

To fulfill this area, student must complete at least two courses labeled HSC. All students must take one HSC course.

Humanities, Arts, Performance (HAP or HAL)

To fulfill this area, students must complete at least two courses labeled HAP. All students must take one HAP course.

Humanities, Arts, Language (HAL)

To fulfill this area, students must complete at least two foreign language courses in the same language. Foreign language at the 101 level can be used only if a 102 course in the same language is completed. In addition, students may fulfill area VI (HAP/HAL) by taking an additional language course to fulfill the HAP requirement.

Physical Education (PED/HTH/PPF)

To fulfill this area, students must complete 2 courses labeled PED, HTH or PPF. Aquatic placement will determine if PE110 will be required.

Special Courses and Programs**Arts at Oxford**

Oxford students have many opportunities to participate in artistic presentations in music, theater, visual arts, and dance. One-, two-, and four-credit hour courses are available, depending upon the discipline. Five full-time faculty members coordinate the arts programs: Maria Archetto, music; Daniel Barber and Camille Cottrell, visual arts; Gayle Doherty, dance; and Clark Lemons, theater. Our students perform in plays, perform in and choreograph dances, sing in the Chorale, play instruments in chamber ensembles, create musical compositions, and exhibit visual arts. Many Oxford students successfully major or minor in the arts at Emory College, yet most who participate in the arts at Oxford do so to expand their total educational experience.

Freshman Seminar

Each freshman seminar section of approximately ten to fifteen students is led by one faculty or staff facilitator and one sophomore leader, known as a PAL (Peer Assistance Leader). Seminars meet for nine weeks, are designed to facilitate small group discussion of issues pertinent to living in community, and provide an opportunity to get to know a faculty or staff member and sophomore leader well. Grading for the program is on a satisfactory/unsatisfactory (S/U) basis. A grade of S carries one hour of academic credit but no quality points; a grade of U carries neither academic credit nor quality points.



“There is a vitality, a life-force, an energy, a quickening which is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium. . . . The world will not have it.”

—Martha Graham



Lyceum

The Lyceum Committee is comprised of members of the Oxford College faculty and staff. Its goal is to plan academic and artistic events for Oxford College students, faculty, staff, and members of the community. Every academic year, the committee offers a series of lectures on political, social, and religious topics by renowned speakers and presents artistic performances by national and international artists. The Lyceum Committee wishes to highlight the cultural and religious diversity at Oxford College and Emory University. The diversity entails the willingness to forsake prejudice, intolerance, and xenophobia and not only encounter but also understand and embrace the other in a community of learning and mutual trust.

Off-Campus Courses

Off-campus programs provide students with the opportunity to combine study with travel. **A grade-point average of at least 2.0 is required to enroll in off-campus courses. Although there is no limit to the number of hours a student may take in off-campus courses, no more than four semester hours may be used to fulfill the distribution requirements of any division.** These courses involve a combination of on-campus and off-campus study. The off-campus travel portion of a course may be offered during spring break or during the interim period between fall and spring semesters or during the summer. Since these courses are not part of a full-time load, they require tuition charges of \$981 per semester hour. Additional costs include living and travel expenses. The following off-campus courses have been offered (see "Course Descriptions" for additional information): Geology 100N (Desert Geology), Geology 200N (Dinosaurs and Their World), Geology 220N (Modern and Ancient Tropical Environments), Geology 235N/English 235N (Geology and Culture in Scotland), and Sociology 215N (Social Problems), Sociology 213R (Social Change in Developing Societies).

Oxford Research Scholars Program

The Oxford Research Scholars Program offers selected students the opportunity to work directly with faculty members on disciplinary research projects or projects related to the scholarship of teaching and learning. Faculty members in the humanities, social sciences, sciences, mathematics, and physical education have worked with dozens of students on a variety of projects.

The subjects of research have included the molecular design of gold-based anti-cancer therapeutics, the historical and social contexts of artwork created in response to the Epistle of James, seasonal comparisons of microbial life in *Sedum smallii* soils, the confederate daisy caterpillar, exercise environment-influences on perceived effort is mediated by technical instruction, and bio-inorganic chemistry: creating metal-based compounds of biological importance.

Students chosen as Oxford Research Scholars receive a monetary stipend and are given the chance to present their work in the annual Oxford Research Scholars Spring Symposium. As program participants, students learn how research within their disciplines leads to knowledge creation, are introduced to current research in their disciplines, and learn how research is organized and funded. Through knowledge of and direct involvement in research, students are provided with a different perspective

on learning. Furthermore, students who engage in research during their sophomore year are able to compete successfully with juniors and seniors when applying for summer internships, and are often chosen to participate in the Emory SIRE program (Scholarly Inquiry and Research at Emory) after graduating from Oxford.

The Oxford Research Scholars Program, funded by the Pierce Institute for Leadership and Community Engagement, reflects Oxford College's recognition of the educational benefits that are achieved by involving freshman and sophomore students in the research process.

For more information about the program contact Reza Saadein (mrsaadein@emory.edu).

Oxford Scholars Program

Each year Oxford College designates a number of its predicted outstanding incoming freshmen as Oxford Scholars. Oxford Scholars include Robert W. Woodruff Scholars, Dean's Scholars, and Faculty Scholars (see "Academic Scholarships"), all of whom are selected on the basis of their grades, curriculum test scores, essays, extracurricular activities, and demonstrated interest. While enrolled at Oxford, these scholars participate in the Oxford Scholars Program.

The Oxford Scholars Program is dedicated to the academic enrichment of Oxford College as well as to promoting a sense of community among Oxford Scholars. Oxford Scholars not only interact with other scholars but also with faculty members who volunteer their time to this program.

The program involves required events such as dinners with faculty, lectures and discussions on significant literary, historical, or artistic topics, an end-of the-year banquet, and other events of interest. The cultural component exposes scholars to a wide range of cultural events in the local area and in Atlanta, such as plays, concerts, and other cultural activities.

The Oxford Scholars Program is designed to continue scholars' academic and personal development and to make lasting positive contributions to the Oxford College community.

Oxford Studies

Oxford Studies is a one-hour, elective, multidisciplinary course which, through attendance, participation, and written reflection, encourages thoughtful involvement in the cultural, artistic, and educational activities available in our community beyond the confines of the traditional classroom. Students earn credit by attending lectures, panels, musical, theater and dance events and by writing reviews. Oxford Studies supports the college's mission by promoting an engagement with liberal arts issues of shared interest. It is offered every semester and may be repeated for credit.

Pierce Institute for Leadership and Community Engagement

The Pierce Institute for Leadership and Community Engagement supports and/or coordinates twenty-five programs that help to prepare thoughtful, committed, and socially responsible graduates of Oxford College. The Pierce Institute helps to provide opportunities for students to assume roles of leadership and service at Oxford College and in the community by integrating academic study, leadership development, and community engagement.

The Pierce Institute is funded by a generous gift from the D. Abbott Turner family, and it sponsors various lectures and programs within its four “Pillars”:

I. Pillar of Community Engagement

- The Bonner Leaders Program for Service Based Scholarships provides service-based scholarships for approximately thirty Oxford students.
- Emory University Center for Ethics exists to enrich moral imagination, deepen a philosophical knowledge of ethics, and encourage the practical application of ethical thinking in making decisions.
- Ethics and Servant Leadership Summer Internship Program promotes the principles of transformative servant leadership.
- Theory-Practice/Service Learning (TPSL) courses integrate the theory of the classroom with actual experiences in the local community.
- Volunteer Oxford (VO) is a student organization that provides Oxford students with service opportunities that enhance learning about themselves and society.

II. Pillar of Leadership

- Experience in Cultivating Excellence in Leaders (ExCEL) is a leadership-training program for sophomores interested in improving, understanding, or developing their leadership abilities.
- Through the Office of Academic Affairs, the Pierce Institute funds faculty development projects that seek to improve Oxford’s teaching excellence and curricular development.
- Oxford Research Scholars program offers students the opportunity to work with faculty members in carrying out their research projects. Faculty in the humanities, social sciences, sciences, mathematics, and physical education interview promising students to acquaint them with the details of the research they will be observing and assisting.
- The Oxford Student Leadership Program integrates leadership activities with academic coursework. It includes a Leadership Lecture Series that brings to campus experts on leadership who assist students in developing ethical leadership skills and preparing them to assume positions of leadership on campus and in the community.
- Leadership Oxford (LO) prepares student leaders for their leadership duties in campus organizations.
- The Oxford Scholars Program (sponsored in conjunction with the Center for Academic Excellence) is dedicated to the academic enrichment of Oxford College as well as to promoting a sense of community among Oxford Scholars, including leadership development.
- Student Undergraduate Research Experience program at Oxford (SURE-Oxford), an extension of Emory University’s Summer Undergraduate Research at Emory (SURE) program, supports summer undergraduate research in research with biological or biomedical emphasis.
- The Supplemental Instructors Program increases the student performance in traditionally difficult academic courses by providing regularly scheduled peer-facilitated study sessions.
- The Pierce Award for Staff Leadership honors those staff members who demonstrate admirable leadership, dedication, and service to Oxford College and its

students.

III. Pillar of Global Engagement

- Global Connections is an Oxford College interreligious program run by the Chaplain's Office that engages students in religious, ethical, and social studies in various communities around the world.
- Journeys of Reconciliation is an interreligious project promoting relationships between Emory University and communities around the world that have a history of violence.
- Off-campus courses such as Social Problems and Social Change in Developing Countries that have significant ethical components.
- Oxford Scholars Travel Scholarships are awarded to Oxford Scholars who are selected to serve as assistant leaders for off-campus courses and programs.

IV. Pillar of the Pierce Program in Religion

- The Pierce Visiting Scholar Program with Oxford University is a faculty exchange program between Oxford College and the University of Oxford in England that brings notable scholars from the University of Oxford to Oxford College for a yearly lecture series.
- The Department of Religion consists of Eve Mullen (Asian Religious Traditions), Florian Pohl (Western Religious Traditions), and David B. Gowler (Biblical Studies).
- The Oxford College Chaplain's Office is directed by Rev. Lyn Pace.
- The Pierce Program in Religion Lecture Series brings to campus a number of distinguished lecturers in religious studies or related disciplines.
- Emory Studies in Early Christianity is a book monograph series that investigates early Christian literature in the context of Mediterranean literature, religion, society, and culture. Vernon K. Robbins (Emory College) and David B. Gowler (Pierce Professor, Oxford College) serve as coeditors.
- The Dr. Lovick Pierce and Bishop George F. Pierce Professor of Religion, David B. Gowler, is one of the Distinguished Chairholders of Emory University. Gowler also serves as a faculty member of Emory University's Center for Ethics.
- The Samuel W. Mills Peace Lecture Series is named in memory of Samuel Worley Mills, a former student of Oxford College. The Samuel Mills Peace Lecturer must be a Georgian who has contributed significantly to world peace and understanding.

Theory/Practice/Service Learning

Theory/Practice/Service Learning (TPSL) courses were first introduced in 1996 as a way of integrating theory in the classroom with hands-on service in the local community. TPSL courses provide a "living laboratory," deepening students' understanding of the subject studied and developing an ability to reflect on, practice, and apply what is learned in the classroom. Approximately one half of Oxford's student body assumes roles as tutors, mentors, counselors, and advocates to social service agencies, schools and technical colleges, literacy programs, and residential centers for children and adults each academic year.

Academic Honors

Honor List

The honor list is composed of full-time students (twelve or more hours) earning a cumulative average of 3.5 or better.

Merit List

The merit list is composed of full-time students (twelve or more hours) who achieved an average of 3.0 or better for the previous semester.

Alpha Epsilon Upsilon

Established at Oxford in 1906, Alpha Epsilon Upsilon promotes scholastic excellence and fosters friendship among those who achieve high scholastic standing. Students who attain a grade-point average of at least 3.75 after one semester (at least sixteen semester hours) or at least 3.50 after two semesters (at least thirty-two semester hours), or 3.33 after three semesters (at least forty-eight, but not more than sixty, semester hours) are eligible for membership. Students who maintain the minimum grade point average may remain members through graduation from Oxford College.

Phi Theta Kappa

A national honor society, Phi Theta Kappa membership is restricted to students who meet the following criteria: rank in the top 5 percent of the class after two semesters, have earned thirty-two semester hours at Oxford College, and are recommended by the faculty.

Academic Advisers

Every student is assigned a faculty member who serves as that student's academic adviser. Assignments are based on the student's academic interests as indicated at the time

of enrollment. Students who wish to change advisers should consult Oxford's Assistant Dean of Academic Services. Students meet with their adviser periodically throughout each semester. Adviser signatures are required for registration, drop/add, and other changes to a student's enrollment after registration. Advisers will assist students in their transition from high school to college and in their selection of courses, major, and career. **While advisers provide assistance, each student is responsible for knowing and meeting the requirements for graduation explained in this catalog.**

Emory College Programs of Study

Bachelor of Arts

BA programs are offered in African American studies, African studies, American studies, Anthropology, Anthropology and Religion, Ancient Mediterranean Studies, Art History, Art History/Visual Arts, Art History and History, Asian and Asian American Studies, Biology, Chemistry, Chinese, Classical Civilization, Classics, Classics and English, classics and History, Classics and Philosophy, Comparative Literature, Computer Science, Dance and Movement Studies, East Asian Studies, Economics, Economics and Mathematics, Educational Studies, Engineering, English, English/Creative Writing, English and History, English/ Classics, Environmental Studies, Film Studies, French Studies, German Studies, Greek, History, History and Religion, Interdisciplinary Studies in Society and Culture, International Studies, Italian Studies, Japanese, Jewish Studies, Journalism, Latin, Latin American and Caribbean Studies, Linguistics, Mathematics, Mathematics and Computer Sciences, Math/Political Science, Medieval Studies, Middle Eastern and South Asian Studies, Music, Neuroscience and Behavioral Biology, Philosophy, Philosophy and Religion, Physics, Physics and Astronomy, Playwriting, Political Science, Psychology, Psychology/Linguistics, Religion, Religion and Classical Civilization, Religion: Religion and Sociology, Russian Languages and Cultures, Sociology, Spanish, Theater Studies, and Women's Studies. A co-major is offered in Journalism.

Bachelor of Science

BS programs are offered in Anthropology, Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Mathematics-Computer Science, Medical Imaging, Nursing, Neuroscience and Behavioral Biology, Physics, and Applied Physics.

Minors

Minors are available in African American studies; African studies; Anthropology; Arabic; Architectural Studies; Art History; Asian Studies; Astronomy; Catholic Studies; Chinese Studies; Chinese; Classical Civilization; Comparative Literature; Computer Informatics; Dance and Movement Studies; East Asian Studies; Economics; Educational Studies; English; Environmental Studies; Ethics Studies; Film Studies; French Studies; German Studies; Global Health, Culture, and Society; Greek; Hebrew; Hindi; History; Irish Studies; Italian; Japanese; Jewish Studies; Journalism; Latin; Latin American and Caribbean Studies; Linguistics; Mathematics or Applied Mathematics; Mediterranean Archeology; Music; Persian Language and Literature; Philosophy; Physics; Political Science; Portuguese; Religion; Russian; Sociology; Spanish; Theater Studies; Visual Arts; and Women's Studies.

Dual-Degree Programs in Engineering

Offered in cooperation with the Georgia Institute of Technology, the programs provide qualified students the opportunity to earn an arts or science degree from Emory and an engineering degree from Georgia Tech. For the 3-2 program, students normally attend Oxford for two years and Emory for one year, taking a variety of liberal arts courses and completing any of the arts or science majors listed, as well as the basic

17 | Emory College Programs of Study

mathematics and science courses that are prerequisites for all engineering curricula. Specialized course work for the engineering major requires approximately two additional years at Georgia Tech.

Accelerated Master's Program of Emory College

Students may earn the bachelor of arts and the master of arts degrees in English, history, philosophy, political science, or sociology within four years; or, they may earn the bachelor of science and the master of science degrees in biology, chemistry, mathematics, or mathematics-computer science, within four years.

Roberto C. Goizueta Business School

Oxford College students may apply to the bachelor of business administration (BBA) program in their last semester at Oxford. To start in summer or fall, applications for admission must be received by February 15. Applications to start in spring must be received by October 1. All applicants must complete the requirements for the associates degree from Oxford to be eligible for admission to the BBA program. Enrollment in Goizueta Business School is limited; completion of preadmission requirements does not guarantee admission. Admission is competitive and based on academic achievement, essay, leadership, extracurricular activities, and a letter of recommendation. Students seeking admissions should contact Libby Egnor, the BBA director of admission, to learn more about the program. She can be reached at 404.727.4220 or at Libby_Egnor@bus.emory.edu. Applications for admission are available by contacting the BBA Program Office at 404.727.8106. The application can also be downloaded via the BBA website at www.goizueta.emory.edu/degree/undergra_a_dl.html.

Before enrollment in the business school, Oxford students must complete ECON 101 (Microeconomics), ECON 112 (Macroeconomics), and the mathematics requirement [MATH 111, 112 (Calculus I and II) or MATH 110A, 180 (Business Calculus) or MATH 112 or AP/BC credit and either MATH 107 or MATH 207 (Statistics)]. Oxford students may elect MATH 119 in summer school at Emory]. For students interested in Accounting, BUS 211 (Managerial Accounting) should be taken before entry into the business school.

There are also some alternative options for completing the preadmission requirements. Instead of taking MATH 112 (Calculus II), students may take ECON 201 (Intermediate Microeconomics). Some students take advantage of this option because they are considering a double major in economics. Calculus II is not a requirement for an economics major, but ECON 201 is a requirement. Economics 201 will include some calculus. Calculus I is still mandatory for both the business school and the economics major.

If you take MATH 111 and 112, you may take MATH 207 (Probability and Statistics) instead of MATH 107. Some students take advantage of this option because they plan to double major in economics. The Emory College economics department will take Oxford's MATH 207 as equivalent to Emory College's ECON 220, which is a graduation requirement for a degree in economics. The business school will take MATH 207 as equivalent to MATH 107 (a preadmission requirement). Students who do not complete the preadmission courses before entering the program must finish these requirements during the first semester in the BBA program.

Nell Hodgson Woodruff School of Nursing

Oxford College students apply to the Nell Hodgson Woodruff School of Nursing during their sophomore year. Admission is based on prerequisite coursework taken at Oxford College, as well as an essay, resume and recommendation letters. The priority deadline to apply for each fall semester varies and applicants should check the school of nursing website for current dates. All Oxford applicants are required to earn a C or better in each prerequisite course. The \$50 application fee is waived for Oxford College applicants.

The specific prerequisite courses required for Oxford students are as follows: Chemistry 100 or 141, Chemistry 120, Biology 121 and 122, Math 107 (statistics), English 101 or 181, History 101 or 102, Psychology 100 and 205, Sociology 101, Biology 370 at Emory (microbiology), three humanities courses including one of the following: art history, civilization/literature in translation, foreign language (except 101 level), music, philosophy or religion, three courses in physical education to include one course in aquatics, health/fitness, and lifetime activities. In addition students must be certified in CPR before beginning the BSN program. All students seeking to transfer to the school of nursing should complete application forms obtainable from the Office of Admission and Student Services at the school of nursing at 404.727.7980, admit@nursing.emory.edu or apply online at www.nursing.emory.edu.

Preprofessional Programs and Requirements

The Oxford curriculum provides background for a number of professional programs. Some of these are listed below along with suggested courses for preparation. Students should also contact the professional school of their choice for more specific information as requirements may differ by school. **Each student planning to pursue one of these professions should work with his or her academic adviser to plan a program of study at Oxford College.**

Allied Health Professions

Several graduate programs are available at Emory University in allied health fields. The Emory University School of Medicine offers the DPT (doctor of physical therapy) degree through its Department of Rehabilitation Medicine. The master of medical science degree leading to training as a physician assistant is offered in the School of Medicine through the Department of Family and Preventive Medicine. The Medical Imaging program offers a BMSc in medical imaging. The Rollins School of Public Health offers additional degree options in several areas leading to a master of public health degree. Current information on these programs and their entry requirements is offered through the Emory University website.



“The test of a first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function.”

—F. Scott Fitzgerald

Dentistry

Students may take their pre-dental requirements at Oxford and apply to dental schools of their choice. Most dental schools require the following courses in addition to a bachelor's degree: Biology 141, 142; Chemistry 141, 142, 221, 221L, 222, 222L; two English courses; Mathematics 111 or equivalent; and Physics 141, 142.

Engineering

Students may take their pre-engineering requirements at Oxford and apply to engineering schools of their choice. For most schools, the requirements include Chemistry 141, 142; Mathematics 111, 112, 211, 212; Physics 151, 152; and social science and humanities electives.

Law

A bachelor's degree, including a well-rounded liberal arts education, is required for admission to Emory University School of Law, but no particular curriculum is prescribed.

Medicine

The Emory University School of Medicine requires the bachelor's degree and the following courses: Biology 141, 142; Chemistry 141, 142, 221, 221L, 222, 222L (260 recommended); two English courses; and Physics 141, 142 (or 151, 152).

**Pharmacy**

Students may take prepharmacy requirements at Oxford and apply to pharmacy schools of their choice. For most schools, the prepharmacy requirements are the following: Biology 141, 142; Chemistry 141, 142, 221, 221L, 222, 222L; Mathematics 111; Physics 141, 142; English 185; Economics 112; History 133; Political Science 100; and literature and social science electives.

Theology

Students preparing for the Christian ministry should seek a broad liberal arts education. Admission to the master of divinity program in Candler School of Theology requires a bachelor of arts degree, bachelor of science degree, or equivalent.

Veterinary Medicine

Students may take preveterinary requirements at Oxford and apply to veterinary schools of their choice. In general, the preveterinary requirements are the following: Biology 141, 142; Chemistry 141, 142, 221, 222; English 185; Physics 141, 142; and humanities and social science electives.

Course Descriptions

In the following course descriptions, you will note that courses normally earn four semester hours of credit. The 100-level courses are general or survey courses, and most of the 200- and 300-level courses have such courses as prerequisites. The syllabi for some of the courses described below can be found on the Oxford website.

Humanities

Professors Anderson, Carpenter, Gowler, Lemons, and Linville; Associate Professors Archetto, Cottrell, Galle, Ivey, Loflin, and Nisbet; Assistant Professors Barber, Bayerle, Del Campo, Kress, Mullen, and Pohl; and Lecturers Bell and Davis.

The Division of Humanities offers introductory and upper-level courses in art, film, foreign languages, literature, music, philosophy, and religion. The division encourages students to evaluate and appreciate our literary, artistic, philosophical, and religious heritage.

English 100C, 185 cannot be used to satisfy the humanities requirement. Foreign languages at the 101 level cannot be used to fulfill this requirement unless 102 or higher is completed. English 399R, Music 300R, Music 300V, and Music 310 may not be used to fulfill the distribution requirements in the Humanities Division.

Students graduating from Emory College must have completed two semesters of work in a foreign language. Students are encouraged to complete this requirement at Oxford so that they may concentrate on work in their chosen major during the junior and senior years.

ARABIC

Arabic 101. Elementary Arabic (HAL)

Fall. Credit, four hours. Develops reading, speaking, listening, writing, and cultural skills in Arabic. Stresses communication skills in formal Arabic and some Egyptian dialect. Preparation for class is essential; class time is spent practicing rather than lecturing. Limited to sophomores, or to first-year students by permission of instructor.

Arabic 102. Elementary Arabic II (HAL)

Spring. Credit, four hours. Prerequisite: successful completion of Arabic 101 or equivalent, limit ten. Continuation of Arabic I. Aims to develop language skills in Arabic to reach the intermediate-low level of proficiency.



ART HISTORY

Survey Courses

Art 101. Art and Architecture from Prehistory to the Renaissance (HAP)

Fall, Spring. Credit, four hours. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the Paleolithic Period through the fourteenth century. The aesthetic, historical and technical aspects of major art forms, including painting, architec-

ture, drawing, and sculpture, will be studied in relation to the socioeconomic and political developments in Western civilization.

Art 102. Art and Architecture from the Renaissance through the Early Twentieth Century (HAP)

Fall, Spring, four hours. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped western culture from the Renaissance through the early twentieth century. The aesthetic, historical and technical aspects of major art forms, including painting, architecture, drawing, and sculpture, will be studied in relation to the socioeconomic and political developments in Europe and the United States.

Art 266. Contemporary Visual Arts (HAP)

Fall. Credit, four hours. Prerequisite: Art 101 or 102. This course will function as an historical survey of the visual images that exemplify the philosophical and aesthetic concepts that shaped Western culture from the avant-garde developments in the visual arts from 1945 to present. The aesthetic, historical, and technical aspects of major art forms including painting, architecture, drawing, photography, video site-works, and sculpture will be studied in relation to the socio-economic and political developments in Europe and the United States. Movements and tendencies include Abstract Expressionism, pop art, color-field painting, minimalism, conceptual art, post-minimalism, earthworks, postmodernism, and feminist art.

Art 299R. Independent Study

TBA. Variable credit. Prerequisite: permission of instructor. The student will complete a specific individual project designed in consultation with a professor. This course does not satisfy distribution requirements in humanities.

Art 369. The Birth of Modernism (HAP)

Spring. Credit, four hours. The course will cover the major artistic movements and developments in Europe and America from 1863 through the 1960s.

Studio Courses

Art 104. Drawing I (HAP)

Fall, spring. Credit, four hours. This course develops skills in representational drawing as foundation for all disciplines and as an art form in itself. The student will draw from various subject matter and explore a variety of media, techniques, and concepts. Students will demonstrate an understanding of the formal elements (line, shape, value, and texture) as they relate to the principles of visual organization (harmony, balance, rhythm, and repetition, movement, dominance, and proportion). The foci of the studio will be the exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical, and psychological properties of value and texture.

Art 105. Drawing and Painting I (HAP)

Fall, Spring, four hours. This course serves as an introductory studio course of descriptive drawing and painting (to draw and paint what is visually observed by the artist). The foci of the studio will be the exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical and psychological properties of color and value.

23 | Course Descriptions

Art 205R. Drawing and Painting II (HAP)

Fall, Spring, four hours. ART 205R serves as an advanced studio course of descriptive drawing and painting (to draw and paint what is visually observed by the artist). The foci of the studio will be the conceptual development of iconography, the continued exploration of the formal elements of art in relation to constructing strong compositions and the study of the aesthetic, physical, and psychological properties of color and value, the mastering of media and the refinement of artistic styles.

Art 305. Advanced Drawing and Painting (HAP)

On demand. Credit, four hours. Prerequisite: Art 205R. This course is designed to further develop students' skills with progressively more sophisticated assignments, leading to the students' ability to develop a personal and independent body of work for exhibition. The foci of the studio will be the conceptual development of iconography, the exploration of the formal elements of art in relation to constructing strong compositions, and the study of the aesthetic, physical, and psychological properties of color and value. Students will continue to explore the formal elements (line, shape, value, texture, and color) as they relate to the principles of visual organization (harmony, rhythm and repetition, movement, dominance, and proportion).



CHINESE

Chinese 101. Elementary Chinese I (HAL)

Fall. Credit, four hours. Introduction to modern Mandarin: pronunciation, grammar, reading, and writing (approximately two hundred characters). Cultural topics introduced.

Chinese 102. Elementary Chinese II (HAL)

Spring. Credit four hours. Prerequisite: Elementary Chinese I. Continuation of 101, stressing conversational Mandarin, reading of more sophisticated texts, and writing skills (approximately three hundred characters). Cultural topics included.

Chinese 201. Intermediate Chinese I (HAL)

Fall. Credit, four hours. Prerequisite: Elementary Chinese II or permission of instructor. This course is designed to help students to reach intermediate level communicative skill both in spoken and written Chinese and to establish a solid base for more advanced language learning.

Chinese 202. Intermediate Chinese II (HAL)

Spring. Credit, four hours. Prerequisite: Elementary Chinese II or permission of instructor. This course provides intermediate-level training in spoken and written Chinese in cultural context, based on language skills developed in Chinese 201. Attention is given to complex grammatical patterns, discourse characteristics, and discussions of cultural topics.

Classics

CLASSICS COURSES IN TRANSLATION

Classics 102. Classical Mythology (HAP)

Fall. Credit, four hours. An introduction to Greek and Roman myths and the variety of approaches available for their study.

Classics 202. The Romans (HAP)

Spring. Credit, four hours. A survey of ancient Rome, from its origins in legend and myth to late antiquity, as seen through its principal literary texts in their historical, social, and cultural context.

LATIN

Latin 101. Elementary Latin I (HAL)

Fall. Credit, four hours. Introduction to the fundamental principles of classical Latin. Students will attain as rapidly as possible the ability to read and understand literary works.

Latin 102. Elementary Latin II (HAL)

Spring. Credit, four hours. Prerequisite: Latin 101 or equivalent. Continuation of Latin 101. Further study of Latin forms and syntax, followed by readings, from one or more authors.

Latin 201. Intermediate Latin I (HAL)

Fall. Credit, four hours. Prerequisite: Latin 102 or equivalent. A review of grammar and an introduction to Latin prose through selections from one or more authors such as Caesar, Apuleius, and Livy.

Latin 202. Intermediate Latin II (HAL)

Spring. Credit, four hours. Prerequisite: Latin 201 or equivalent. Selected readings in the poetry of Ovid and others, with attention to poetic art as well as grammar and syntax.

Latin 398R. Supervised Reading in Latin

Credit. Four hours. Advanced supervised study in Latin.



ENGLISH

First-year Writing Requirement

Students must satisfactorily complete English 185 to fulfill the First-Year Writing Requirement. Students who are recommended for placement in English 100C must take that course in the fall semester and take 185 in the following semester. Students with Advanced Placement (AP) credit, International Baccalaureate (IB) credit, or transfer credit may be eligible to exempt the Writing Requirement

25 | Course Descriptions

Prerequisites

Students must have completed or exempted the Freshman Writing Requirement before taking any course above the 185 level.

English 100C. Introductory Writing

Fall, spring. Credit, two hours. Prerequisite: By recommendation of the English Department only; required if recommended. An introduction to college level essay writing. This course prepares students for English 185. This course does not satisfy the distribution requirements in humanities.

English 185. Critical Reading and Writing

Fall, spring. Credit, four hours. Principles of effective reading skills and written expression. Analysis of nonfiction, fiction, poetry, and/or drama and development of successful academic arguments. This course does not satisfy any requirements beyond First-Year Writing requirements.

English 205. Poetry (HAP)

Credit, four hours. Prerequisite: English 185. Analysis and appreciation of poetry as an art form. Primary emphasis on the critical essay. Required of English majors and minors.

English 215. History of Drama and Theater I (HSC)

(Same as Theater 215) Fall, Spring. Credit, four hours. A general history of the theater from its origins through the eighteenth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater. May be taken without English 216. Required of theater studies majors.

English 216. History of Drama and Theater II (HSC)

(Same as Theater 216) Fall, Spring. Credit, four hours. A general history of the theater from the eighteenth century through the twentieth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater. May be taken without English 215. Required of theater studies majors.

English 235N/Geol 235N. Geology and Culture in Scotland (SNT)

Off-campus course. Summer, alternate years. Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. This interdisciplinary course explores the connections between the geological basis of Scottish landscape, history, and literature. Class meets during spring semester followed by a field trip to Scotland. Students registered for Geology 235N will do a geological field-based project in Scotland. Students registered for English 235N will do a literature-based project.

English 250. Survey of American Literature: Beginnings to 1865 (HSC)

Credit, four hours. Readings in significant American literature to 1865 with attention to cultural and historical backgrounds.

English 251. Survey of American Literature: 1865 to Present (HSC)

Credit, four hours. Readings in significant American literature since 1865 with attention to cultural and historical backgrounds.

English 255. Survey of English Literature to 1660 (HSC)

Credit, four hours. Readings in significant English literature to 1660 with attention to cultural and historical backgrounds.

English 256. Survey of English Literature Since 1660 (HSC)

Credit, four hours. Readings in significant English literature since 1660 with attention to cultural and historical backgrounds.

English 260. Survey of World Literature

Credit, four hours. Readings in significant works of the Western literary tradition with attention to cultural and historical backgrounds.

English 270. Introduction to Creative Writing (HAP)

Credit, four hours. Prerequisite: permission of instructor. Introductory workshop in creative writing. Normally covers two genres, most often fiction and poetry. Not designed as a sequential prerequisite for other creative writing courses. May not be repeated for credit.

English 311. Shakespeare (HAP)

Credit, four hours. Selected plays from the histories, comedies, tragedies, and romances.

English 330. Romanticism (HAP)

Credit, four hours. Selected poems of Romantic poets such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Selections from Romantic prose writers such as Hazlitt, DeQuincey, and Lamb.

English 336. The 19th-Century British Novel (HAP)

Credit, four hours. The development of the English novel from the early nineteenth century through the Victorian period, with representative works from novelists such as Austen, the Brontes, Dickens, Eliot, Hardy, and Conrad.

English 345. Contemporary World Literature (HAP)

Credit, four hours. Prerequisite: English 185. World Literature in English since 1950. Selected works may include texts on African, Caribbean, Indian, Pacific, and Canadian literatures.

English 348. Contemporary Literature (HAP)

Credit, four hours. Selected works from various genres by British and/or American writers from the 1950s to the present.

English 357. Southern Literature (HAP)

Credit, four hours. Selected works of major contemporary Southern writers, including Faulkner, Wolfe, Warren, and Welty.

English 359. African American Literature Since 1900 (HAP)

Fall, every two years. Credit, four hours. Prerequisite: English 185 or equivalent credit. Major literary traditions of African American writers from 1900 to the present.

27 | Course Descriptions

English 381R. Topics in Women's Literature (HAP)

Credit, four hours. Topics and perspectives vary, but may include the political novel or feminist poetics. May be repeated for credit when topic varies. This course will be accepted toward a major or minor in women's studies.

English 389R. Special Topics in Literature

Credit, four hours. Individual literary topics and problems vary. May be repeated for credit when topic changes.

English 399R. Independent Study

Variable credit. For students desiring to pursue a specific individual project of their own design. Students must have project approved by the instructor in advance of preregistration. This course does not satisfy distribution requirements in humanities.



FILM STUDIES

FS 270. Introduction to Film (HAP)

Fall, spring. Credit, four hours. General aesthetic introduction to film as a narrative form, with selected readings in criticism and critical theory. Weekly in-class screenings required.



FRENCH

French 101. Elementary French I (HAL)

Fall. Credit, four hours. This beginning-level course gives students the advantage of an immersion method by presenting native speakers in real-life settings via a video/audio program, French in Action. Students learn "real-life" French, and class emphasis is on communicative activities.

French 102. Elementary French II (HAL)

Spring. Credit, four hours. Prerequisites: French 101 or two years of high school French. The second half of the elementary language sequence uses the same immersion method as the first. Students hear and see French in a video/audio program French in Action and write short compositions.

French 201. Intermediate French (HAL)

Fall semester. Credit, four hours. Prerequisites: French 102 or three years of high school French. Emphasis is on developing proficiency in oral and written communication. Assignments include a thorough review of French grammar, short readings, audio cassettes and French movies, and frequent short compositions.

French 203. Grammar and Composition (HAL)

Spring semester. Credit, four hours. Prerequisites: French 201 or the equivalent. Emphasis on oral and written communication skills. Assignments include a thorough review of the fine points of French grammar, cultural and literary readings, audio cassettes and French movies, and frequent compositions.

French 206R. Composition and Syntax

TBA, with permission of instructor. Credit, two hours. This course is designed to give an intensive review of French grammar and composition.

French 314. What is Interpretation? Literary Perspectives (HAL)

Fall. Credit, four hours. Prerequisite: French 201 and 205 sequence or the equivalent from high school (those who received AP credit or have followed an IB curriculum and/or five years of French). An introduction to the reading and interpretation of a variety of cultural media, including poetry, drama, prose fiction, political writings, films, painting, and architecture.

French 320. Seventeenth-Century French Literature (HAL)

TBA. Credit, four hours. Prerequisites: French 201 and 205 or the equivalent. Literary, cultural, and social exploration of French theater, poetry, and prose of the seventeenth century including works by Molière, Corneille, Racine, La Rochefoucauld, Madame de Sévigné, Jean de la Fontaine, Madame de Lafayette.

French 323. Twentieth-Century French Literature (HAL)

TBA. Credit, four hours. French literature from 1900 to the present. The major figures and major works of the period, including Proust, Gide, Camus, and Beckett.

French 351. Studies in the Modern Period (HAL)

On demand. Credit, four hours. Pre-requisites. French 314 or other upper level language courses. French 351 is a survey of literary and artistic creations of the nineteenth and twentieth centuries, with special attention paid to the cultural and historical context in which they were produced.

FRENCH COURSES IN TRANSLATION**French 270R. Topics in French Civilization in Translation**

(Same as Humanities 270R) Credit, four hours. Topics announced when course is offered. No knowledge of French required. Readings and discussion in English. May be repeated for credit when topic varies.

French 271R. Topics in French Literature in Translation

(Same as Humanities 271R) Credit, four hours. Topics to be announced when course is offered. No knowledge of French required. Readings and discussion in English. May be repeated for credit when topic varies.

29 | Course Descriptions



GERMAN

German 101. Elementary German I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train students to hear, speak, read, and write German. Oral practice is emphasized, and cultural topics are introduced.

German 102. Elementary German II (HAL)

Spring. Credit, four hours. Continuation of German 101 with an increased emphasis on speaking German. Topics on Germany and German culture.

German 201. Intermediate German I (HAL)

Fall. Credit, four hours. Prerequisite: Elementary German II or permission of instructor. Systematic review of German grammar, introduction to historical and comparative grammar, and practice in writing German prose.

German 202. Intermediate German II (HAL)

Spring. Credit, four hours. Prerequisite: Intermediate German I or permission of instructor. Intensive practice in using spoken German, based on reading of short literary works, and an introduction to literary study.

German 297R. Special Topics in German Literature

TBA. Prerequisite: German 202. Credit, four hours. Individual literary topics may vary. May be repeated for credit when topic changes.



HUMANITIES

Humanities 270R. Topics in French Civilization in Translation

(Same as French 270R) Credit, four hours. Topics to be announced when course is offered. No knowledge of French required. Readings and discussion in English. May be repeated for credit when topic varies.

Humanities 271R. Topics in French Literature in Translation

(Same as French 271R) Credit, four hours. Topics announced when course is offered. No knowledge of French required. Readings and discussion in English. May be repeated for credit when topic varies.

Humanities 275Q. Topics in Italian Renaissance Studies

Summer, on demand. Credit, four hours. This course explores the major themes of Renaissance thought as developed in art, drama, music, literature, and philosophy. The course is taught in Florence, Italy.

Humanities 280R. Topics in Spanish Civilization and Culture in Translation

(Same as Spanish 280R) Credit, four hours. Topics announced when course is offered. No knowledge of Spanish required. Readings and discussion in English. May be repeated for credit when topic varies.

Humanities 281R. Topics in Latin American Civilization and Culture in Translation

(Same as Spanish 281R) Credit, four hours. Topics announced when course is offered. No knowledge of Spanish required. Readings and discussion in English. May be repeated for credit when topic varies.

Humanities-Literature 291R. Topics in Comparative Literatures of the World in Translation

Fall. Credit, four hours. Representative works of comparative literatures of the world in different genres, from classical to modern times. Emphasis on close reading of particular texts. All readings and discussions in English. Topics announced when course is offered. May be repeated for credit when topic varies.



ITALIAN

Italian 101. Elementary Italian I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train students to hear, speak, read, and write Italian. Oral practice is emphasized, and cultural topics are introduced.

Italian 102. Elementary Italian II (HAL)

Spring. Credit, four hours. Continuation of Italian 101 with an increased emphasis on speaking Italian. Topics on Italy and Italian culture.

Italian 397. Supervised Reading

TBA. Variable credit. Prerequisite: permission of instructor. Advanced supervised study in the reading of literary texts or other aspects of Italian culture.



MUSIC

Music 101. Introduction to Music (HAP)

Fall, spring. Credit, four hours. Elementary principles of form and style in music in historical context.

Music 114. Introduction to Theory and Composition (HAP)

Fall. Credit, four hours. Fundamentals of tonal music theory, basic concepts and terms, and introduction to original composition for selected media.

31 | Course Descriptions

Music 204. Music Cultures of the World (HAP)

Spring. Credit, four hours. This course explores the diverse musical styles of the world. Students examine and analyze different musical genres in relation to their specific social contexts.

Music 299R. Independent Study.

TBA. Variable credit. Pre-requisite: permission of instructor. The student will complete a specific individual project designed in consultation with a professor. This course does not satisfy GEP requirements.

Music 300R. Oxford Chorale

Fall, spring. Credit, one hour. Prerequisite: permission of instructor. Group instruction in vocal music and the performance of selected repertoire. May be repeated for credit, with total credit not to exceed four hours.

Music 300V. Oxford Chamber Ensemble

TBA. Credit, variable one to two hours. Prerequisite: permission of instructor. Group instruction in instrumental music and performance of selected repertoire. May be repeated for credit, with total credit not to exceed four hours.

Music 310. Applied Music, Nonmajors

Fall, spring or On Demand. Credit, one hour. Prerequisite: Permission of instructor. The study of music literature through performance on a specific instrument. One-hour private instruction weekly. Audition and lesson fee required. Contact the music department for current information on auditions, fees, and instruments offered.

Music 389R. Special Topics in Music History

TBA. Credit, four hours. Prerequisite: Music 101 or permission of instructor. Study of a selected topic in Western music history.



PHILOSOPHY

Philosophy 100. Introduction to Philosophy (HAP)

Fall, spring. Credit, four hours. Examination of some of the central issues and speculative theories in the philosophical tradition.

Philosophy 110. Introduction to Logic (MQR)

Fall, spring. Credit, four hours. Introduction to the informal techniques of critical thought and the formal analysis of argument structure.

Philosophy 115. Introduction to Ethics (HAP)

Fall. Credit, four hours. Examination of fundamental moral questions, such as the best way of life, the relation between happiness and moral excellence, and the nature of ethical reasoning, as treated by major philosophers.

Philosophy 250. History of Western Thought I (HSC)

Fall. Credit, four hours. Ancient and medieval philosophy from the origin of philosophy in ancient Greece to the end of the Middle Ages; emphasis on Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

Philosophy 251. History of Western Thought II (HSC)

Spring. Credit, four hours. Modern thought from the Renaissance through the nineteenth century. Readings from philosophers such as Hobbes, Descartes, Locke, Spinoza, Berkeley, Leibniz, Hume, Kant, Hegel, and Nietzsche.

Philosophy 282R. Directed Study

TBA. Variable credit, one to four hours. Prerequisite: permission of instructor. Independent reading and research under the direction of a faculty member.

Philosophy 382R. Topics in Philosophy

Credit, four hours. Prerequisite: varies depending on topic. Intensive study of a special problem or a set of related problems in philosophy. May be repeated for credit when topic varies.



RELIGION

Religion 100. Introduction to Religion (HSC)

Fall, spring. Credit, four hours. An exploration of diverse ways of being religious in thought, action, community, and experience, as displayed in two or three traditions and cultures, including the non-Western.

Religion 150. Introduction to Sacred Texts (HAP)

Fall, spring. Credit, four hours. Comparative study of sacred texts in two or more religious traditions and examination of the function of sacred texts in religious communities.

Religion 205. Biblical Literature (HAP)

Fall. Credit, four hours. The Hebrew Scriptures in translation, examined in their historical setting, and their application in early Jewish and early Christian writings.

Religion 211. Western Religious Traditions (HSC)

Fall. Credit, four hours. This course examines Western religions over a significant span of history, special emphasis on interactions between culture and religions and between religions: topic varies.

Religion 212. Asian Religious Traditions (HAP)

Spring. Thematic study of at least two Asian religious traditions. Thematic emphasis may include relationships of text and context, pilgrimage, gender, epic performance, religious institutions, visual arts, or colonial and post-colonial identities. The course will introduce the student to some major Asian religious and philosophical traditions and will focus upon the traditions' key historical developments and contemporary forms.

33 | Course Descriptions

Religion 314. Islam (HSC)

Spring, alternate years. Explores norms of Muslim belief and practice, locating them in the historical context of their origin in seventh-century Arabia and examining their interpretations in various historical and geographical contexts.

Religion 323. Death and Dying in World Religions (HSC)

Fall, on demand. Credit, four hours. Prerequisite: One course in religion. Mastery of the basic vernacular of the study of religion is necessary for this course dealing with a focused topic within comparative religions. Understanding death through a study of religious attitudes and practices, modern therapies for the dying, ethnical issues, and Western and Asian theological perspectives.

Religion 345. The Ethics of Jesus (HSC)

Spring. Credit, four hours. No prerequisites. Religion 345 introduces the topic, approaches, and nature of an academic study of the historical Jesus with a central focus on the ethics of Jesus in its first century contexts.

Religion 347. Portraits of Jesus: Art and the Interpretation of the Gospels

Spring. Credit, four hours. Prerequisite: One course in art history or one course in religion. An exploration of the New Testament gospels as literary works of art in the first-century contexts and how passages from those gospels have been dynamically (re)interpreted through the visual arts.

Religion 348. The New Testament in Its Context (HAP)

Fall, spring. Credit, four hours. Interpretation of the New Testament in the context of the historical, social, religious, and literary environment of the eastern Mediterranean world during Late Antiquity.

Religion 370R. Special Topics: Religion and Culture

TBA. Credit, four hours. Prerequisite: one course in religion; other prerequisites as specified for topic. Aspects of religion in relation to contemporary culture.

Religion 373R. Special Topics in Religious Studies

TBA. Credit, four hours. Prerequisite: one course in religion and permission of instructor. Study in depth of a limited historical or theoretical problem. May be repeated for credit when topic varies.



SPANISH

Spanish 101. Elementary Spanish I (HAL)

Fall. Credit, four hours. First in a series of courses designed to train the student to speak, read, and write Spanish. Oral practice is emphasized.

Spanish 102. Elementary Spanish II (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 101 or permission of instructor. Continuation of Elementary Spanish I. This course may be taught by Oxford faculty in summer session in Spain.

Spanish 201. Intermediate Spanish I (HAL)

Fall. Credit, four hours. Prerequisite: Spanish 102, placement, or permission of instructor. Students learn to communicate through activities in speaking, listening, reading, and writing; review and learning of vocabulary, grammar, and pronunciation; and study of Hispanic cultures and societies. This course may be taught by Oxford faculty in summer session in Spain.

Spanish 202. Intermediate Spanish II (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 201 or permission of instructor. This course is a continuation of Spanish 201 and is designed to further develop students' Spanish skills. Students refine their grammar usage through continued review of basic structures and study of complex structures. This course may be taught by Oxford faculty in summer session in Spain.

Spanish 212. Advanced Spanish Practice (HAL)

Fall. Credit, four hours. Prerequisite: Spanish 202, placement, or permission of instructor. Development of advanced language, reading, conversation, and writing skills through discussion of readings and films from contemporary Hispanic culture. Not intended for native speakers of Spanish or those who speak with native fluency. This course may be taught by Oxford faculty in summer session in Spain.

Spanish 215. Reading and Writing Strategies (HAL)

TBA. Credit, four hours. Prerequisite: Spanish 212 or permission of instructor. Advanced reading and writing practice focused on critical discussion of texts about cross-cultural contact and (mis)understanding. This course may be taught by Oxford faculty in summer session in Spain. Satisfies Oxford College continued writing requirement.

Spanish 300. Reading in Spanish: Texts and Contexts (HAL)

Spring. Credit, four hours. Prerequisite: Spanish 212 or Spanish 215 or permission of instructor. The foundation course for the major and minor. A course in Hispanic cultural literacy that also strengthens written and oral language skills. Satisfies Oxford College continuing writing requirement. This course must be completed on campus at Oxford or Emory College and cannot be completed abroad.

Spanish 375R. Topics in Latin American Literature

TBA. Variable credit, one to four hours. Prerequisite: permission of instructor. The historical, political, and sociological background of Latin American literature. Specific topics to be announced when the course is offered. May be repeated for credit when topic varies.

Spanish 376R. Topics in Spanish Literature

TBA. Variable credit, one to four hours. Prerequisite: permission of instructor. The historical, political, and sociological background of Spanish literature. Specific topics to be announced when the course is offered. May be repeated for credit when topic varies.



THEATER STUDIES

Theater Studies 101. Introduction to Theater (HAP)

Fall. Credit, four hours. A theoretical and practical introduction to theater as a collaborative art. Includes script analysis, study of types of drama, and basic instruction in acting, improvisation, stage design, and technical theater.

Theater Studies 121. Introduction to Acting (HAP)

Fall, Spring. Credit, four hours. A hands-on course in acting technique that also requires written and verbal reflection. The course introduces the student to the following: warm-ups, improvisation, theater games, character study including written character sketches, scene work, collaborative presentations, and a final public performance that coalesces around one theme or one play. Students receive regular feedback from the instructor. Students read and study complete plays in order to create characters for scenes.

Theater Studies 200R.

Fall, spring. Variable credit. Prerequisite: previous theater experience at Oxford and permission of instructor. Advanced work in theater to include one or more of the following: directing, lighting, set design, and playwriting. May be repeated for credit.

Theater Studies 215. History of Drama and Theater I (HSC)

(Same as English 215) Spring. Credit, four hours. The history of theater from the ancient Greeks to the eighteenth century. Primarily literary analysis of representative plays, with attention paid to audiences and historical context. Areas of concentration are Greek tragedy, Shakespeare, and eighteenth-century comedy. Class time is mostly taken up in discussion. The course is required for theater majors, but counts toward the English major, and is a good course for any student interested in close textual analysis and in discussion of the important ideas of Western culture and civilization.

Theater Studies 216. History of Drama and Theater II (HSC)

(Same as English 216) Fall. Credit, four hours. A history of the theater from the eighteenth century through the twentieth century, focusing on representative dramatic works and on the actor, staging, and audience as they have influenced the development of drama and the theater in the modern period. May be taken without Theater 215. Required for theater studies majors.

Natural Science and Mathematics

Professors Baker, Carter, and Henderson; Associate Professors Bailey, Chen, Jacob, Parker, Rogers, and Saadein; Assistant Professors Conceicao, Eichler, Pendleton, Powell, and Seitaridou; Senior Lecturers Frady, Harmon, Riner, and Wade; Lecturer Oser.

The Division of Natural Science and Mathematics includes astronomy, biology, chemistry, geology/geosciences, physics, and mathematics.

Placement recommendation into any science or mathematics course is contingent on student performance on standardized tests, grades in high school, and the placement tests online. A student who anticipates concentrating in natural science at Emory should take a minimum of two courses in his or her chosen field, two courses in an allied science, and basic mathematics courses at Oxford.

Tutors and Supplemental Instructors

In the Division of Natural Science and Mathematics, some of our best students (usually sophomores) serve as tutors, laboratory assistants (TA), and supplemental instructors (SI).

Tutors are available in the evenings and on some afternoons to help students with homework. The mathematics department provides student tutors for Math 100C, 107, 110A, 111, and 112.

Student assistants (TAs) are used in science and mathematics laboratories. Depending on the agreement, these laboratory assistants may hold study sessions, help students study for tests, or tutor at night.

Supplemental Instructors (SI leaders) are students who have successfully completed the course for which they are SI leaders. Each SI leader attends the class for which they are assigned and holds one to two study sessions per week to help students learn how to study for the course. These sessions are voluntary. SI leaders are usually available for the following classes: Biology 141, 142, and 242. Chemistry 141 and 142, Physics 141, Mathematics 107, 110A, 111, and 112.



BIOLOGY

Biology 111. Environmental Science with Laboratory (SNT)

Fall, spring. Credit, four hours. Basic ecological concepts, study of ecosystems and application of ecological principles to local and global environmental problems. Equivalent to ENVS 131 for environmental studies majors. This course does not fulfill requirements for the biology major. Three hours of lecture and one three-hour laboratory per week.

Biology 120. Concepts in Biology with Laboratory (SNT)

Spring. Credit, four hours. Principles of genetics, evolution, and physiology with special reference to contemporary life situations. Intended for nonscience majors. Three hours of lecture and one three-hour laboratory per week. This course does not fulfill requirements for medical and dental schools. Biology 120 is not open for students who have credit for Biology 141.

37 | Course Descriptions

Biology 135. Plants and Society with Laboratory (SNT)

Fall. Credit, four hours. Basic principles of botany. Emphasis on uses of plants by cultural groups worldwide. Includes medicine, food, materials, biotechnology, environmental issues, and more. Three hours of lecture and one three-hour laboratory per week. This course counts toward the environmental studies major. It does not fulfill requirements for the biology major.

Biology 141. Cell Biology and Genetics with Laboratory (SNT)

Fall, spring. Credit, four hours. No prerequisites; freshman placement recommended. The study of cell structure and function including cellular metabolism, fundamentals of genetics, evolution and population genetics. Emphasizes scientific inquiry. Three hours of lecture and one three hour laboratory per week.

Biology 142. Advanced Topics in Genetics and Molecular Biology with Laboratory (SNT)

Fall, spring. Credit, four hours. Prerequisite: Biology 141. Genetic mechanisms in bacteria, viruses and eukaryotes including regulation of gene expression, gene interaction, control of cell division, and development. Emphasizes research questions, techniques, and applications. Three hours of lecture and one three hour laboratory per week.

Biology 155. Applications and Communications in the Biological Sciences with Laboratory. (SNT)

Fall, spring. Credit, four hours. No prerequisites. Biological concepts in topics of public interest such as biotechnology, human health, evolution, and the environment. The variety of ways in which these topics are communicated to the public—scientific papers, news articles, and literature—will be examined. Three hours of lecture and one three-hour laboratory per week.

Biology 235. Field Botany with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: one biology course or permission of instructor. Study of plants in their natural habitats, including plant morphology, ecology, and ethnobotany. Students need to have a basic understanding of plant structure. This course counts toward the biology and environmental studies majors. Three hours of lecture and one three-hour laboratory per week.

Biology 242. Animal Architecture and Physiology with Laboratory (SNT)

Fall. Credit, four hours. Prerequisites: Biology 141 or permission of instructor. Architecture, physiology, behavior and evolution of major invertebrate phyla and the chordates. Course includes field and laboratory investigations with living organisms and dissections of preserved specimens. This course counts toward the biology major. Three hours of lecture and one three hour laboratory per week.

Biology 245. Freshwater Ecology with Laboratory (SNT)

Fall. Credit, four hours. Prerequisite: one biology course or permission of instructor. The study of basic ecological processes and organisms present in freshwater ecosystems. This course counts toward the biology and environmental studies majors. Three hours of lecture and one three-hour laboratory per week.

Biology 385R. Special topics in Biology

To be announced. Credit, variable. Prerequisite: Permission of instructor. Seminar or lecture series for advanced students on topics of special biological interest. May be repeated for credit when topic varies. Does not satisfy distribution requirements in natural science and mathematics

Biology 397R. Supervised Reading

On demand. Credit, variable. Prerequisites: One biology course and permission of instructor. Advanced study on a selected biological topic. This course does not satisfy distribution requirements in natural science or mathematics.

Biology 399R. Undergraduate Research

On demand. Credit, variable. Prerequisite: Permission of instructor (student will need to have basic research skills and an interest in the research topic under investigation) and a biology course. Research participation in biology. Requires an independent project with laboratory or field work. This course does not satisfy distribution requirements in natural science and mathematics.



CHEMISTRY

Chemistry 100. Introductory Chemistry with Laboratory (SNT)

Fall, spring. Credit, four hours. Prerequisite: Math 100C or placement in a higher numbered math course. Introduction to chemistry and its applications. Topics include matter, energy, gases, solutions, and acids and bases, with some quantitative problem solving. Students meet for three hours of lecture/discussion and three hours of laboratory per week. This course is designed primarily for prenursing students and nonscience majors. Chemistry 100 is not open to students who have credit for Chemistry 141.

Chemistry 120. Selected Topics in Chemistry with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Math 100C or placement in a higher numbered math course. Survey of organic chemistry and its utility in the health sciences; may also cover biochemistry and/or natural products. Designed for prenursing students and nonscience majors. Three hours of lecture and three hours of lab per week.

Chemistry 141. General Chemistry I with Laboratory (SNT)

Fall, spring. Credit, four hours. *Prerequisite:* Math 107, 110A, or 110AX, or permission of the chemistry department as stated in placement information. Students who need to take Math 100C must complete that class before taking any of the above math classes. Laws and theories of chemistry, atomic and molecular structure, chemical bonding, stoichiometry, gases, liquids, solids, and properties of solutions. A working knowledge of algebra is required. Three hours of lecture/discussion and three hours of laboratory per week. Chemistry 141 is not open to students who have credit for Chemistry 141Z.

39 | Course Descriptions

Chemistry 141Z. General Chemistry I with Laboratory (SNT)

TBA. Credit, four hours. *Prerequisite:* Math 107, 110A, or 110AX, or permission of the chemistry department as stated in placement information. Students who need to take Math 100C must complete that class before taking any of the above math classes. Laws and theories of chemistry, atomic and molecular structure, chemical bonding, stoichiometry, gases, liquids, solids, and properties of solutions as they apply to problems of environmental sustainability. A working knowledge of algebra is required. Three hours of lecture/discussion and three hours of laboratory per week. This course is equivalent to Chemistry 141 and therefore fulfills the Chemistry 141 requirement for the chemistry major and any other science major or professional track; This course is good for Environmental Studies majors who need Chemistry for the BS degree. Chemistry 141Z is not open to students who have credit for Chemistry 141.

Chemistry 142. General Chemistry II with Laboratory (SNT)

Spring. Credit, four hours. *Prerequisite:* Chemistry 141 or 141Z. Equilibrium, kinetics, acids and bases, electrochemistry, chemical properties of metals and nonmetals, and qualitative analysis. Three hours of lecture and one three-hour laboratory per week.

Chemistry 160. Forensic Chemistry with Laboratory (SNT)

Fall Alternate years. Credit, four hours. *Prerequisite:* Math 100C or placement in a higher numbered math course. Survey of chemistry with emphasis on forensic applications. Laboratory introduces students to techniques used in crime labs, including wet methods of analysis, chromatography, and spectroscopy. Designed for non-science majors. Three hours of lecture and three hours of lab per week.

Chemistry 221. Organic Chemistry I (SNT)

Fall. Credit, four hours. *Prerequisite:* Chemistry 142. Classes of organic compounds, bonding, stereochemistry, structure and reactivity, nucleophilic substitution reactions, and elimination reactions. Three hours of lecture per week.

Chemistry 221L. Basic Organic Chemistry Laboratory I (SNT)

Fall. Credit, one hour. Taken with Chemistry 221. One three-hour laboratory per week.

Chemistry 222. Organic Chemistry II (SNT)

Spring. Credit, four hours. *Prerequisite:* Chemistry 221. Classes of organic compounds, electrophilic aromatic substitution reactions, and nucleophilic aromatic substitution reactions. Three hours of lecture per week.

Chemistry 222L. Basic Organic Chemistry Laboratory II (SNT)

Spring. Credit, one hour. *Prerequisite:* Chemistry 221L. Taken with Chemistry 222. One three-hour laboratory per week.

Chemistry 260. Quantitative Analytical Chemistry with Laboratory (SNT)

Spring. Credit, four hours. *Prerequisite:* Chemistry 221 or permission of instructor. Analytical techniques including atomic and molecular spectroscopy, gas and liquid chromatography, and electrochemistry. Statistical analysis of chemical data, including model-fitting using regression. Three hours of lecture and one three-hour laboratory per week.

Chemistry 385R. Special Topics in Chemistry

TBA. Variable credit. Prerequisite: Permission of instructor. Seminar, or advanced course in selected chemistry topics. May be repeated for credit when topic varies. This course does not satisfy distribution requirements in natural science and mathematics.

Chemistry 397R. Independent Study

TBA. Variable credit. Prerequisite: at least one course in chemistry and permission of instructor. Independent study under the direction of an Oxford College chemistry faculty member. This course does not satisfy distribution requirements in natural science and mathematics.

Chemistry 399R. Independent Laboratory Research

TBA. Variable credit. Prerequisite: at least one course in chemistry and permission of instructor. Independent laboratory research under the direction of an Oxford College chemistry faculty member. This course does not satisfy distribution requirements in natural science and mathematics.



GEOLOGY

Geosciences 115. Meteorology and Climatology with Laboratory (SNT)

Spring. Credit, four hours. No prerequisite. The nature of the atmosphere, meteorological processes, and climatic regions of the world, including botanical zonation and climatic factors influencing people and nations. Three hours of lecture and one three-hour laboratory per week.

Geology 141. Physical Geology with Laboratory (SNT)

Fall. Credit, four hours. No prerequisite. Introduction to planet earth: fundamental concepts of geology developed through the study of minerals, rocks, plate tectonics, volcanoes, and forces shaping the earth's surface. Three hours of lecture and one three-hour lab per week.

Geology 142. Evolution of the Earth with Laboratory (SNT)

Spring, alternate years. Credit, four hours. Prerequisite: Geology 141, or permission of instructor. History of the earth in the context of changing environments. Special emphasis on the methods of analysis, environments of deposition, and organic change as seen through fossils. Three hours of lecture and one three-hour laboratory per week.

Geology 250. Mineral Resources, Energy, and Power with Laboratory (SNT)

Spring, alternate years. Credit, four hours. No prerequisite. Emphasis on the geologic nature of nonmetallic, metallic, and energy resources. Course includes the historic development, uses, environmental concerns, and future potential of these resources. Three hours of lecture and one three-hour laboratory per week.

41 | Course Descriptions

Geology 297R. Independent Study

TBA. Variable credit. Independent study for environmental studies majors who have taken Geology 141 and 142 or Geology 141 and 250. Requires an independent project approved by the instructor. This course does not satisfy distribution requirements in natural science and mathematics.

Geology courses with off-campus component

Geology 100N. Desert Geology (SNT)

Off-campus course. Summer, alternate years. Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. Study of the climatologic origin and the geomorphology of deserts. Also includes morphological, physiological, and behavioral adaptations to life in a dry environment, and study of the ecological zones and geology of Big Bend National Park. Classes meet weekly during the semester, followed by a twelve-day field trip to Chihuahuan Desert in Big Bend National Park, Texas.

Geology 220N. Modern and Ancient Tropical Environments (SNT)

Off-campus course. Interim. Credit, four hours. Prerequisite: Geology 141 and permission of instructor. Additional tuition is required. Field study of modern and ancient tropical environments using the Bahamas Platform as a case study. Geological, biological, and paleontological analysis of terrestrial and marine ecosystems during winter break on San Salvador Island, Bahamas. Classes meet weekly during the semester.

Geology 235N/English 235N. Geology and Culture in Scotland (SNT)

Off-campus course. Summer. Credit, four hours. Prerequisite: permission of instructor. This interdisciplinary course explores the connections between the geological basis of Scottish landscape, history, and literature. Class meets during spring semester followed by field trip to Scotland. Students registering for Geology 235N will do a geological project. Students registering for English 235N will do a literature-based project.



PHYSICS AND ASTRONOMY

Astronomy 116. Introductory Astronomy with Laboratory (SNT)

Fall, spring. Credit, four hours. Prerequisites: high school chemistry and Math 100C or placement in a higher numbered mathematics course. Fundamental concepts and principles of astronomy. Laboratory weekly; observing session weekly as weather permits.

Physics 141. Introductory Physics I with Laboratory (SNT)

Fall. Credit, four hours. Prerequisite: Math 111 or Math 110A. Elementary course covering the principles of mechanics, heat, thermodynamics, and wave motion. Methods of calculus are introduced and used where appropriate. Three hours of lecture and one three-hour laboratory per week.

Physics 142. Introductory Physics II with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Physics 141. Optics, electricity and magnetism, and atomic and nuclear physics. Three hours of lecture and one three-hour laboratory per week.

Physics 151. General Physics: Mechanics with Laboratory (SNT)

Fall. Credit, four hours. Corequisite: Mathematics 112 and permission of instructor. A calculus-based introductory course covering mechanics, thermodynamics, and wave motion. Three hours of lecture and one three-hour laboratory per week.

Physics 152. General Physics: Electricity, Magnetism, and Optics with Laboratory (SNT)

Spring. Credit, four hours. Prerequisite: Physics 151. A continuation of Physics 151 covering electricity, magnetism, and geometric and wave optics. Three hours of lecture and one three-hour laboratory per week.

Physics 380R. Special Topics in Physics

On demand. Variable credit. Prerequisite: Permission of instructor.

Physics 397R. Directed Study

On demand. Variable credit. Prerequisite: At least one course in physics and permission of instructor

Physics 399R. Undergraduate Research

On demand. Variable credit. Prerequisite: At least on course in physics and permission of instructor. For students who want to participate in physics research with an Oxford College physics faculty member acting as research director.



MATHEMATICS

Students entering colleges and universities across the country vary considerably in their level of preparation in mathematics. Students need to select courses according to their ability and needs.

Some entering students earn credit toward the mathematics requirement through Advanced Placement tests. As a general rule, students may earn credit through Advanced Placement or by completing the comparable Oxford course, but not both. If credit is earned through Advance Placement, then lower level courses in the sequence may not be taken for credit. Specifics are as follows:

AP Statistics Test

- A student earning a score of 4 or 5 on the AP examination in statistics may receive four semester hours of distribution credit but may not get credit for both AP Statistics and Math 107.

AP Calculus Test

- A student earning a score of 4 or 5 on the AB test or on the AB subtest of the BC test will receive four semester hours of credit but may not get credit for both AP Calculus and Mathematics 111.

43 | Course Descriptions

- A student earning a score of 4 or 5 on the BC test will receive eight semester hours of credit with the single limitation that a student may not receive credit for both the AB and BC examinations. The eight hours will include credit for Mathematics 111 and Mathematics 112. A student may not receive all eight hours AP Calculus credit and credit for Mathematics 112 but retains the credit for Mathematics 111; a student forfeits all credit for AP Calculus BC when Mathematics 111 is taken for credit.

Mathematics 100C. Introduction to College Mathematics

Fall, spring. Credit, two hours. This course is designed for students who need to strengthen their mathematical backgrounds before entering regular college mathematics courses. The course includes a review of algebra and topics from discrete mathematics. Students attend three hours of lecture and one two-hour special session (laboratory) per week. This course may not be taken for credit by students who have received credit for another mathematics course.

Mathematics 107. Introduction to Probability and Statistics (MQR)

Fall, spring. Credit, four hours. Basic concepts in counting, probability, hypothesis testing, linear regression and correlation, ANOVA, plus several nonparametric models. Calculator is required.

Mathematics 109. Graph Theory and Math Models (MQR)

When schedule allows. Credit, four hours. Students have the opportunity to confront and solve problems related to graph theory.

Mathematics 110A. Pre-Calculus with Introduction to Calculus

Fall, spring. Credit, four hours. Pre-calculus topics with beginning calculus. For students who need a review of transcendental functions before taking calculus. Not for GER.

Mathematics 111, 112. Calculus I and II (MQR)

Fall, spring. Credit, four hours each semester. This sequence includes differential and integral calculus of algebraic and transcendental functions of one variable, with applications and infinite series, including power series. Students receiving credit for Math 111 cannot take for Math 180, Business Calculus for credit.

Mathematics 112Z. Calculus II (MQR)

Fall. Credit, four hours. Prerequisite: first-year students only, by permission only. Topics in Mathematics 112 with a review of introductory concepts.

Mathematics 120. Introduction to Pure Mathematics (MQR)

When schedule allows. Credit, four hours. Proofs and the foundations of mathematical thought, namely, definitions, axioms, and logic. Specific topics include geometry and number theory. Intended for nonmathematics majors.

Mathematics 125. Codes and Connections: An Introduction to Number Theory (MQR)

When schedule allows. Credit, four hours. Using secret codes, puzzles, and curious mathematical oddities as motivation, this course explores the elementary concepts

behind the theory of numbers and their unexpected connections with other major branches of mathematics. Intended for non-mathematics majors.

Mathematics 207. Probability and Statistics (MQR)

Spring. Credit, four hours. Prerequisite: Math 112, placement recommendation, or permission of instructor. Development and use of mathematical models from probability and statistics, with applications.

Mathematics 211. Multivariable Calculus (MQR)

Fall. Credit, four hours. Prerequisite: Math 112. Vectors, multivariable functions, partial derivatives, multiple integrals, vector and scalar fields, Green's and Stokes's theorems, and divergence theorem.

Mathematics 212. Differential Equations (MQR)

Spring. Credit, four hours. Prerequisite: Math 112. Ordinary differential equations with applications.

Mathematics 221. Linear Algebra (MQR)

Spring. Credit, four hours. Prerequisite: Math 112 or permission of instructor. Systems of linear equations and matrices, determinants, linear transformations, vector spaces, and eigenvectors.

Mathematics 250. Foundations of Mathematics (MQR)

Spring. Credit, four hours. Prerequisite: Math 112. An introduction to theoretical mathematics, logic and proof, sets, induction, abstract algebraic structures, and the real number line.

Mathematics 285R. Special Topics in Mathematics

TBA. Variable credit. Prerequisite: As specified by the instructor. Course in selected topics in mathematics, the history of mathematics, or the connections between mathematics and scientific inquiry not offered in regular or advanced courses or seminars.

Physical Education

Professor England; Associate Professors Doherty and Yang

The transformative power of Oxford's liberal arts intensive program is enhanced by the physical education program. From Plato's *Academy* to the present, physical education has been an integral part of a liberal arts curriculum. Using the liberal arts model, physical activity can be profoundly attuned with sustainability, health, and positive social action. The multidisciplinary and multicultural perspectives engaged through Oxford's physical activity classes are characteristic of a quality liberal arts education. Oxford College physical education offers:

1. Awareness and refinement of the senses
2. Maintenance of wellness and fitness
3. Awareness and management of emotions
4. Joy of movement for its own sake

45 | Course Descriptions

5. Development of and appreciation for physicality
6. Awareness of the unity of body, mind, and spirit

Students are required to earn two semester hours in the Division of Physical Education. Students must complete one PE course during their first year and sophomores must complete one PE class during their sophomore year, unless granted an exemption by the Associate Dean of Academic Affairs, in consultation with the chair of the Division of Physical Education.

AQUATICS REQUIREMENT

Students' aquatic placement is based on each student's performance on the Oxford College aquatics placement test during new student orientation. All students are required to attend placement testing during new student orientation. At the test, students will be assigned as a non-swimmer (PE 110) or they will be exempt from the aquatics requirement.

No exceptions are made for the physical education requirement. All students are required to complete a physical activity screening form providing physical education instructors with any medical information pertinent to participation in physical activity. The courses will be adjusted to fit the needs of the student so that the student will be able to meet the graduation requirements. If a student is incapacitated while enrolled in a course, adjustments for completing the course will be made.

Physical Education 100. Health/Conditioning (HTH)

Fall, spring. Credit, one hour. A basic course that includes physical individual activities to increase cardiovascular fitness.

Physical Education 101. Weight Training/Conditioning (HTH)

Fall, spring. Credit, one hour. Physiological basis of weight training. Skeletal muscle anatomy and physiology. A variety of weight training programs will be used to increase muscular fitness.

Physical Education 102. Fitness Walking (HTH)

Fall, spring. Credit, one hour. A basic course that includes walking for students who need low impact cardiovascular fitness. Students will develop a power walking program to meet individual physical activity goals.

Physical Education 103. Fitness Swimming (HTH)

Fall, spring. Credit, one hour. Prerequisites: Students should have a well-developed freestyle stroke and be able to swim 350 yards in 12 min or less on the first day. This course covers basic physiological principles for development of cardiovascular fitness, flexibility, muscular strength, and endurance. Includes individualized rigorous swimming and conditioning program.

Physical Education 104. Indoor Cycling/Conditioning (HTH)

Fall, spring. Credit, one hour. A basic course using a modified stationary bicycle to simulate outdoor cycling for both novice and experienced cyclists. Involves a general cardiovascular program focused and defined on the biomechanics of indoor cycling.

Physical Education 108. Water Aerobics (HTH)

Spring. Credit, one hour. A basic course that emphasizes performance techniques, skills and instruction of aerobics with a major focus on water aerobics and resistance training in the water.

Physical Education 110. Beginning Swimming (PED)

Fall, spring. Credit, one hour. Placement or permission of instructor. Develops the non-swimmer's skills in basic strokes and personal water safety. The survival stroke and other survival techniques are emphasized in this class.

Physical Education 111. Intermediate Beginning Swimming (PED)

Fall, spring. Credit, one hour. Placement or permission of instructor. For students who are not afraid of the water but are not comfortable in deep water. Emphasis is on development of basic strokes and personal water safety and survival skills.

Physical Education 120. Skin and Scuba Diving (PED)

Fall, spring. Credit, one hour. To provide students a high quality, safe, fun, and educational SCUBA experience. SCUBA Diving is a lifelong opportunity to explore nature and learn ways to protecting the environment. Upon successful completion of this class students will receive Professional Association of Dive Instructors (PADI) Open Water SCUBA Diver Certification.

Physical Education 121. Recreational Dance (PED)

Fall, spring. Credit, one hour. A survey of selected folk dances and ballroom dances related to motor skill development, appreciation of cultural diversity, and enjoyment of dance as a social activity.

Physical Education 122. Beginning Tennis (PED)

Fall, spring. Credit, one hour. Intermediate/advanced players should not take this course (those above 2.5 USTA rating). Those who do may be subject to intermediate/advanced grading standards at the discretion of the instructor. History, rules, ground strokes, serve, volley, and singles and doubles strategy and play. Students must furnish racket.

Physical Education 123. Lifeguard Training (PED)

Fall, Spring. Credit, one hour. This is an entry-level lifeguard certification class. Upon completion of this class you may receive certifications in the following from the American Red Cross: Lifeguarding, First Aid, CPR for the Professional Rescuer. Prerequisite for this class: 500 yard swim, 40 yards brick retrieval swim Fees: there will be a nominal fee to be paid upon completion of the prerequisite for this class.

Physical Education 125. Badminton (PED)

Fall, spring. Credit, one hour. Combines unique, explosive movements along with relevant strokes. Basic skills, rules, and court procedure for playing singles, doubles, and mixed doubles.

47 | Course Descriptions

Physical Education 126. Beginning Golf (PED)

Fall, spring. Credit, one hour. This course is an introduction to the basic development of the golf swing, chipping, and putting. Basic rules necessary to play the game will be covered. Students must furnish golf clubs. Minimum club requirements for class would be a putter and selected irons (i.e., 3 through pitching wedge).

Physical Education 127. Beginning Tai Chi Chuan (PED)

Fall, spring. Credit, one hour. Through tai chi forms and movements, one develops coordination, flexibility, improvement of level of concentration, and acquires stress release techniques. Discussion of Eastern culture is included.

Physical Education 128. Yoga (PED)

Fall, spring. Credit, one hour. This course is an introduction to some of the basic yoga postures and breathing techniques. Students will study yoga history and philosophy and some of the major yoga lineages.

Physical Education 129. Karate and Self Defense (PED)

Fall, spring. Credit, one hour. Introduction to the history, philosophy, and basic knowledge of karate, self defense and martial arts in general. Students are introduced and taught a variety of skills in karate, self defense, and martial arts with an emphasis on self discipline.

Physical Education 130. Stress Management Activity (PED)

Fall, spring. Credit, one hour. Basic principles for developing physical and mental strategies to achieve states of relaxation. The student will engage multiple modes of physical activity that can promote effective stress management. Time management, breathing and meditation practice, and effective communication skills will be included.

Physical Education 133. Beginning Dance Technique (PED)

Fall, spring. Credit, one hour. Advanced dancers may find this course too basic. Introduction to the basic technique of ballet, jazz, and modern dance. Major choreographers from each dance form will be discussed.

Physical Education 134. Soccer (PED)

Fall, spring. Credit, one hour. This course focuses on learning fundamental soccer skills, basic soccer tactics, game strategies, and rules.

Physical Education 137. Ultimate (PED)

Fall, spring. Credit, one hour. This course focuses on learning fundamental skills, basic ultimate tactics, and rules.

Physical Education 199. Directed Study

Fall, spring. Credit, one hour. Independent study of catalog-listed activities at the advanced level. Students must have permission of faculty member to enroll. Activity is planned and executed by the individual student under faculty guidance. May be taken under any of the three areas, but only once. This course does not satisfy area requirements in physical education.

Physical Education 200R. Topics in Physical Education (PED)

TBA, with permission of instructor. Credit, one hour. Specific topic(s) to be announced when course is offered. Counts toward lifetime activity area.

History and Social Sciences

Professors Cody, Lewis, McQuaide, Owen-Smith, and Shapiro; Associate Professors Ashmore, Carter, Leinweber, and Maddox; Assistant Professors Singer and Lib Stutz.

The need for students to acquire knowledge of the enduring values of Western civilization and of concepts that underlie these values imbues the purpose of the History and Social Sciences Division. This purpose presumes that responsible members of society can develop only from persons who understand their roots and whose convictions are the result of critical thought rather than simple acculturation. This is the foundation for the disciplines of the division, which also provide the academic basis for a variety of professional and vocational options.

Anthropology 397R, Business 210, Political Science 397R, Psychology 397R, Sociology 397R, and History 397R do not fulfill the distribution requirements in history and social sciences.



ANTHROPOLOGY

Anthropology 101. Introduction to Anthropology (HSC)

Fall, spring. Credit, four hours. Survey of the study of the human species: biocultural evolution, prehistory, language, and comparative social and cultural systems.

**Anthropology 200/Neuroscience and Behavioral Biology (NBB) 201.
Foundations of Behavior (SNT)**

Spring. Credit, four hours. Prerequisite: Permission of instructor is required; it is open to all sophomores and freshmen will be added after sophomores register. This course presents an introduction to evolutionary processes and biological bases of behavior. Examples drawn especially from humans and nonhumans primates will be used to place human behavior in the context of other species and to illustrate the dual inheritance of biology and culture in our species.

Anthropology 201. Concepts and Methods in Biological Anthropology (SNT)

Fall. Credit, four hours. Prerequisite: Anthropology 101 or permission of instructor. Evolution of the human species, fossil populations, human variation, and primate behavior. Weekly lab.

Anthropology 202. Concepts and Methods in Cultural Anthropology (HSC)

Spring. Credit, four hours. Prerequisite: Anthropology 101 or permission of instructor. Basic concepts and theories of cultural anthropology. Comparative economic and political systems, social organization and the family, belief systems, and modes of communication. Diverse levels of sociocultural complexity from tribal to industrial societies.

49 | Course Descriptions

Anthropology 314. Race and Racism: Myths and Realities

Spring, Alternate Years. Credit, four hours. Prerequisites: Anthropology 101 or Anthropology 201 or permission of the instructor. The history of race—as a scientific concept and as a dominant factor of social identity—from its eighteenth-century origins to the falsification of the biological race hypothesis by modern genetics.

Anthropology 324/Women's Studies 340. Women in Cross-Cultural Perspective (HSC)

Fall, alternate years. Credit, four hours. Prerequisite: Anthropology 101 or Women's Studies 100. Cross-cultural study of gender and women's lives in diverse cultures, including the United States. Comparative study of work, child-rearing, power, politics, religion, and prestige.

Anthropology 350 Social Movements, Theory, and Practice

Fall, alternate years. Credit, four hours. Examines theories on activism, social movement mobilization, strategies and tactics, longevity, and success. Considers perspectives of activists themselves. Takes comparative/historical approach to contemporary social movements in United States and abroad.

Anthropology 385R. Special Topics in Anthropology

TBA. Credit, four hours. Prerequisites: Anthropology 101 and permission of instructor and of the chair of the History and Social Sciences Division. Seminar or lecture series on topics of special anthropological concern. May be repeated for credit when topic varies.

Anthropology 397R. Directed Study

TBA. Variable credit. Prerequisites: Anthropology 101 and permission of instructor. Independent reading and research under the direction of a faculty member. Students must submit for instructor approval a one-page written proposal of the work to be done. This course does not satisfy distribution requirements in history and social sciences.



BUSINESS

Business 210. Financial Accounting

Fall. Credit, four hours. Basic principles, procedures, and objectives of accounting systems. Emphasis is placed on the necessity of accounting and on appraisal of strengths and weaknesses of accounting data. This course does not satisfy distribution requirements in history and social sciences.

Business 211. Managerial Accounting

Spring. Credit, four hours. Prerequisite: Business 210. Intensive study of concepts and procedures related to internal accounting reporting. Includes coverage of cost

behavior and CVP analysis, responsibility accounting, inventory costing, and relevant cost analysis. This course does not satisfy distribution requirements in history and social sciences.



ECONOMICS

Economics 101. Principles of Microeconomics (HSC)

Fall. Credit, four hours. Prerequisite: Math 100C. Use of economic analysis to explain resource allocation, output, and income distribution in a market economy.

Economics 112. Principles of Macroeconomics (HSC)

Spring. Credit, four hours. Introduction to economic analysis and its use in explaining levels of national income, employment, and price levels.

Economics 201. Intermediate Microeconomics (HSC)

Spring. Credit, four hours. Prerequisites: Economics 101 112, and Math 111, or permission of instructor. Contemporary theory that positions itself between beginning principles and work in theory at the graduate level, primarily treating economic theory as it relates to consumers, business enterprises, and factor markets.

Economics 212. Intermediate Macroeconomics

Fall. Credit, four hours. Prerequisites: Economics 101, 112, or permission of instructor. The economy as a whole; factors that determine overall employment levels, national income, and national output; economic fluctuation; macromonetary theory; the general price level; the rate of economic growth; and international income relationships.

Economics 231. Introduction to Global Trade and Finance (HSC)

Spring. Credit, four hours. Pre-requisite: Economics 101 or 112. Knowledge of basic economic concepts and graphical analysis is crucial for success in this course. The course is an introduction to international economics and will cover topics in trade theory, trade policy, and international finance.

Economics 351. European Economic History I

(Same as History 351)

Economics 352. European Economic History II

(Same as History 352)

Economics 385R. Special Topics in Economics

TBA. Variable Credit. Prerequisites: minimum of one economics course; permission of instructor. Course may be repeated for credit when topic varies. Seminar and/or advanced course in selected topics in economics.



HISTORY

History 101. History of Western Civilization I (HSC)

Fall, Spring. On demand. Credit, four hours. Survey of political, economic, social, and cultural history of the West from the classical period through the Reformation. Emphasis on contributions of Greco-Roman civilization; barbarian invasions and disorder of the early Middle Ages; flowering and collapse of medieval civilization; the Renaissance revival; and religious crises of the Reformation.

History 102. History of Western Civilization II (HSC)

Fall, spring. Credit, four hours. Survey of political, economic, social, and cultural history of the West from the Age of Absolutism to the present. Emphasis on emergence of the nation-state; the scientific revolution and Enlightenment; French and industrial revolutions; development of romanticism, liberalism, nationalism, and imperialism; the Russian Revolution; totalitarian ideologies and the world wars; and development of the Western democracies.

History 200N. Myth and Religion in Rome and Naples

Off-campus. Interim or summer. Credit, four hours. Prerequisite: permission of instructor. Additional tuition is required. A study of the rich mythic and religious tradition found in the history of Rome and Naples. Preparatory reading and research will culminate in a trip to Rome and Naples.

History 231. The Foundations of American Society: Beginnings to 1877(HSC)

Fall. Credit, four hours. Considers the development of American Society from tentative beginnings to Reconstruction. Special emphasis is given to certain critical periods including colonialism, the American Revolution, and the Civil War.

History 232. The Making of Modern America: United States Since 1877 (HSC)

Spring. Credit, four hours. The course introduces the social, political, economic, and diplomatic forces that have shaped modern America. Special emphasis on how diverse components of the American population have interacted in American society.

History 244. American Civil Rights History (HSC)

Alternate years. Credit, four hours. The course focuses on the modern civil rights movement in America from 1877 to 1970 with particular emphasis on the social, political, economic, and cultural aspects of the grass-roots movement that ended legalized segregation.

History 302. The History of Rome (HSC)

Spring, alternate years. On demand. Credit, four hours. Prerequisite: History 101 or permission of instructor. Using ancient authors, this seminar examines Rome's rise from rustic origins, the Republic, Rome's conversion to imperial government, the Pax Romana, and the decline and fall of the Roman Empire.

History 309. The Revolutionary Era: 1789–1848 (HSC)

Fall, alternate years. On demand. Credit, four hours. Prerequisite: History 102 or permission of the instructor. This course covers the complex historical forces involved in the collapse of the ancient regime in 1789, the French Imperium, the Restoration, the advent of “isms,” and the abortive revolutions of 1848.

History 328. History of the Christian Church (HSC)

TBA. Credit, four hours. Prerequisite: History 101 or permission of the instructor. The Christian church in the West from the Apostolic Age to the Reformation, with emphasis on the interaction of church and society.

History 345. The United States Since 1945 (HSC)

Alternate years. Credit, four hours. Prerequisite: Hist 102, 231, or 232, or permission of instructor. An examination of modern America as a legacy of the New Deal and World War II. Attention given to political, diplomatic, economic, and sociocultural aspects, with emphasis on reform traditions, national security concerns, and presidential leadership.

History 349. The New South (HSC)

Alternate years. Credit, four hours. Prerequisite: History 101, 102, 231, or 232, or permission of instructor. An examination of the South after the Civil War to the present. Attention given to the agrarian South and the growth of an industrial ideal; segregation; dilemmas of political reform; race and politics; assaults upon segregation and its defenders; and modernization and change.

History 352. European Economic History II (HSC)

TBA. Credit, four hours. Prerequisite: History 102 or permission of instructor. A study of the major issues, events, and trends characterizing European economic history during the early modern and modern eras.

History 357. The United States in the 1960s

Alternate years. Credit, four hours. Prerequisites: Hist 101, 102, 231, or 232, or permission of instructor. An introduction to the main developments in American society, culture, and politics of the 1960s. Topics include the New Frontier, the Great Society, the Vietnam War, the Civil Rights Movement, the student movement, the Counterculture, and rise of conservatism.

History 385R. Special Topics in History

TBA. Credit, four hours. Prerequisites: minimum of one history course and permission of both instructor and chair of the History and Social Sciences Division. Seminar and/or advanced course in selected history topics. May be repeated for credit when topic varies.

History 397R. Directed Study

TBA. Variable credit. Prerequisite: History 101 or 102 or History 231 or 232 and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.



POLITICAL SCIENCE

Political Science 100. National Politics in the United States (HSC)

Spring. Credit, four hours. Prerequisite: Political Science 101. Origins, principles, structures, processes, and practices of American government from a historical perspective. Emphasizes different perspectives of democratic theory and practice, and the adequacy of governmental institutions.

Political Science 101. Introduction to Politics (HSC)

Fall, spring. Credit, four hours. Approaches to the study of politics and comparison of political systems, including democratic and authoritarian regimes, within the context of Western civilization. *This course is a prerequisite to all other political science courses.*

Political Science 110. Introduction to International Politics (HSC)

TBA. Credit, four hours. Prerequisite: Political Science 101. Introduction to analytical concepts, the nature of the interstate system, the assumptions and ideas of diplomacy, and the determinants of foreign policy.

Political Science 301. Classical Political Thought (HAP)

Fall. Credit, four hours. Prerequisite: Political Science 101. Beginnings of the Western political heritage as shaped by the great political thinkers from Plato to Marsilius.

Political Science 302. Modern Political Thought (HAP)

Spring. Credit, four hours. Prerequisite: Political Science 101. Political thought in the modern period, from Machiavelli through the nineteenth century.

Political Science 303. American Political Thought to 1912 (HSC)

Spring. Credit, four hours. Prerequisite: Political Science 101. History of American political thought from the founding to the Progressives, with primary attention to views on democracy, liberty, equality, property, and the Union.

Political Science 306. Human Nature in Politics from the Feminine Perspective (HAP)

Spring. Alternate years. Credit, four hours. Prerequisite: Political Science 101 or permission of instructor. A survey course in political philosophy, ancient to modern. It investigates the theme of human nature by consideration of varying views of the feminine.

Political Science 352. Constitutional Law (HAP)

Fall. Credit, four hours. Prerequisite: Political Science 101; and Political Science 100 or permission of instructor. Basic principles of the Constitution and powers of the national and state governments, examined through Supreme Court decisions and secondary works.

Political Science 385R. Special Topics in Political Science

TBA. Credit, four hours. Prerequisite: Political Science 101 and permission of both instructor and chair of the History and Social Sciences Division. May be repeated for

credit when topic varies. Seminar and/or advanced class in selected political science topics. Primarily for students interested in politics.

Political Science 397R. Directed Study

TBA. Variable credit. Prerequisites: Political Science 101, two other political science courses, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.



PSYCHOLOGY

Psychology 100. Introductory Psychology (HSC)

Fall, spring. Credit, four hours. Survey of central issues, basic theories, and research in psychology. Areas covered include development, learning, biological bases of behavior, perception and sensory processes, personality, emotion, motivation, abnormal behavior, and social psychology.

Psychology 205. Child Development (HSC)

Fall, spring. Credit, four hours. No prerequisite. The purpose of this course is to trace the cognitive, physical, and psychosocial changes of the human being from conception through adolescence and to examine the factors that influence this course of development.

Psychology 207. Brain and Behavior

TBA. Credit, four hours. Prerequisite: Psychology 100. The biological basis of learning, memory, motivation, emotion, psychological disorders, and psychoactive drugs.

Psychology 210. Adult Abnormal Behavior (Adult Psychopathology) (SNT)

Fall. Credit, four hours. Prerequisite: Psychology 100. Descriptions of, explanations for, and treatment of the major adult psychological disorders.

Psychology 212. Social Psychology (HSC)

(Same as Sociology 212)

Psychology 222. Clinical Neuroscience (SNT)

Fall. Credit, four hours. No prerequisite. This course is an introduction to the neurobiology of mental disorders such as depression and schizophrenia. Additional topics include: psychoneuroimmunology, stress and coping, and psychopharmacology. A background in neuroscience (as offered in anthropology, biology, chemistry, or psychology) strongly encouraged.

Psychology 305/Women's Studies 305. Psychology of Gender

Spring. Credit, four hours. Prerequisite: Psychology 100. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

Psychology 312. Psychological Conceptions of Giftedness (HSC)

On demand. Credit, four hours. Prerequisite: Psychology 100. This seminar will examine the diverse conceptions of giftedness with an emphasis on issues of definition and measurement (e.g. the reliability and validity of intelligence and creativity tests), developmental changes, and the latest research findings.

Psychology 330. Personality Theories (HSC)

Spring. Credit, four hours. Prerequisite: Psychology 100. Examination of the major personality theories as well as the research that informs the theories.

Psychology 360. Foundations of Leadership

On demand. Credit, four hours. Prerequisite: Psychology 100 (or equivalent) is recommended but not required. Students will study the development and changing nature of effective, ethical leadership.

Psychology 385R. Special Topics in Psychology

TBA. Variable credit. Prerequisites: at least one 100-level psychology course and permission of instructor. Seminar in selected topics of psychology or directed individual course of study. May be repeated for credit when topic varies.

Psychology 397R. Directed Study

TBA. Variable credit. Prerequisites: Psychology 100, two other psychology courses, a written proposal, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.



SOCIOLOGY

Sociology 101. Introduction to Sociology (HSC)

Fall, spring. Credit, four hours. Introduction to the scientific study of human group behavior. Emphasis on definition of analytical concepts and tools for the exploration of significant data in social organizations, culture, institutions, and social change.

Sociology 212. Social Psychology (HSC)

Spring. TBA. Credit, four hours. Prerequisite: Sociology 101 or Psychology 100. The relation of the individual to society; measurement, change, and development of social attitudes; interpersonal relationships; group dynamics; and social problems.

Sociology 215N. Social Problems (HSC)

Interim. Off-campus course. On demand by a minimum of twelve students. Credit, four hours. Prerequisite: Sociology 101 or permission of instructor. This seminar includes outside readings and discussions once a week for eight weeks during the fall semester. During January, ten intensive sessions are held in Atlanta, with observations in prisons, courts, hospitals, and social service agencies.

Sociology 230. Sociological Aspects of Health and Illness (HSC)

Spring. TBA. Credit, four hours. Prerequisite: Sociology 101 or permission of instructor. The sociological factors affecting health and the organization of health care. The medical care services and professionals as social institutions; social history of health; environmental sources of disease; mental health; and effects of technology on health care.

Sociology 231R. Social Change in Developing Societies

Off-campus course. Spring. Credit, four hours. Prerequisite: permission of instructor. The sociological factors affecting social change in developing societies. Includes a focus on globalization, modernization, and aspects of non-Western health care.

Sociology 348. Old People in Society

Fall. TBA. Credit, four hours. Prerequisite: Sociology 101 or one 100-level psychology course. Study of the aged population and the aging process from psychological and sociological perspectives. Includes current gerontological theories, selected problems of old people, and applications of social-psychological theories to adjustment of the aged.

Sociology 389R. Special Topics in Sociology

TBA. Credit, four hours. Prerequisites: Sociology 101 and permission of both instructor and chair of the History and Social Sciences Division. Seminar in selected topics of sociology. May be repeated for credit when topic varies.

Sociology 397R. Directed Study

TBA. Variable credit. Prerequisites: Sociology 101, two other sociology courses, and permission of instructor. Independent reading and research under the direction of a faculty member. This course does not satisfy distribution requirements in history and social sciences.

WOMEN'S STUDIES/SOCIAL SCIENCES

Women's Studies 100/Social Sciences 103. Introduction to Women's Studies (HSC)

Fall, spring. Credit, four hours. Introduction to the study of women from a historical and political perspective, with special attention to gender as a system of social classification in work, communities, and politics; and to women's identities and roles within and among states, classes, and races.

Women's Studies 200. Gender, Race, Class and Sexuality (HSC)

Fall. Credit, four hours. Interdisciplinary and cross-cultural examination of race, gender, class, and sexuality as they contribute to shaping the lives and identity formation of diverse women in the United States.

Women's Studies 305/ Psychology 305. Psychology of Gender

Spring. Credit, four hours. Prerequisite: psychology 100. This course is a theoretical and empirical examination of gender roles and an exploration of myths, theories, and research, behavior and experience, and sex and gender in social relationships.

SPECIAL COURSES

Interdisciplinary courses are designed to bring more than one disciplinary perspective to bear on a topic of study.

IDS 104. The Great Conversation: Culture

Credit, four hours. The Great Conversation: Culture is an interdisciplinary course intended to introduce students to a selection of classic works in literature, art, music, history, philosophy, and theology from ancient times to the present.

IDS 105. The Great Conversation: Society

Credit, four hours. The Great Conversation: Society is an interdisciplinary course intended to introduce students to a selection of classic works in the fields of history, social science, science, mathematics, philosophy, and theology from ancient times to the present.

OXST 100R. Oxford Studies

Fall, spring. Credit, one hour. Oxford Studies 100R is a one-hour, elective, multidisciplinary course which, through attendance, participation, and written reflection, encourages thoughtful involvement in the cultural, intellectual, and artistic activities available in our community beyond the confines of the traditional classroom. It may be repeated for credit.



*“Education
is not the
filling of a
pail, but the
burning of
a fire.”*

— William
Butler Yeats

Educational Resources

Libraries

Hoke O'Kelley Memorial Library

The Hoke O'Kelley Memorial Library supports the liberal-arts-intensive curriculum and community of Oxford College of Emory University. The library provides excellent resources, services, and instruction for research, study, and teaching to enhance the intellectual and personal growth of Oxford students during their first two years at Emory University. Oxford librarians provide virtual reference services, such as instant messaging, and walk-up reference and in-depth research consultations.

The library building contains a Learning Commons with computer workstations to access library resources, email, and standard, specialized, and course-specific software. Students may access the campus wireless network throughout the library building and wireless laptops are available for check out to use in or outside the building. The library provides a variety of study space options, collaborative and individual, adapted to student study preferences.

The library's collection contains more than 90,000 volumes and students have access to the extensive print and electronic resources of all the Emory University libraries including more than 55,000 electronic journals and 600 subject databases. The other Emory libraries include: the Robert W. Woodruff Library, the Goizueta Business Library, the James Samuel Guy Chemistry Library, the Hugh F. MacMillan Law Library, the Woodruff Health Sciences Center Library, and the Pitts Theology Library. Interlibrary loan services provide access to materials in all Emory libraries and other libraries in the United States. Extensive electronic course reserves and syllabi are accessible via the library's website. (www.oxford.emory.edu/library)

Information Technology Facilities

Oxford College provides an extensive range of workstations, software, networking, and services to the college community. Student computing services include five diverse information technology labs distributed across campus in Pierce Hall, the library, Humanities Hall, and Jolley Residential Center. The library offers wireless laptop computers for check out. Residence hall rooms have multiple ethernet connections and wireless network access for student-owned workstations. Oxford's digital technology center, Kaleidoscope, is a research and development facility offering specialized technologies and consulting for projects such as digital video editing, Quick-Time video/audio streaming, website production, presentation preparation and rehearsal, photographic printing, DVD burning, and more. Secure wireless networking is available across the entire quad, in all residence halls, student center, dining hall, library, Pierce Hall, and Seney Hall.

Some courses are taught in computing labs, technology enabled classrooms, or use wireless laptops; others use technology for special projects or provide instructional software across the network. Student technology instruction is often provided in classes. Oxford's network seamlessly accesses resources across Emory University and the Internet. Students receive Emory networkIDs for email, web hosting, file transfer, administrative functions, and Internet access. Technology consulting is available for class projects, residence hall connections, and general

assistance.

During student orientation, students are introduced to the technology resources and provided brief instruction on using the Oxford/Emory network.

Writing Center

The Oxford Writing Center offers tutoring in writing and composition for any class. The tutors are students with diverse majors and interests who can help students with structure, organization, style, and grammar. The center is in the Oxford library and is open twenty-five to thirty hours a week (770.784.8406). Refer to the website at www.emory.edu/OXFORD/Writing Center.

Mathematics Center

The Oxford Mathematics Center, located in Pierce Hall, offers tutoring for all math classes. Paul Oser, lecturer and director of the Mathematics Center, is available for one-on-one help Mondays through Thursdays from 3:00–6:00 p.m. Student tutors are also available at these and other times (see website cited below for a detailed schedule). All tutoring is done on a drop-in basis, so no appointments are necessary. Students are encouraged to use the center as a place to do their math homework, asking questions of the director and student tutors as needed.

For further information, and additional help for some courses (in the form of written and video tutorials), please refer to the Mathematics Center website at <http://mathcenter.oxford.emory.edu>

English as a Second Language (ESL)

The English 185 multilingual course offers intensive classroom instruction for one semester to high proficiency students whose first language is not English, followed by out-of-classroom support and one-on-one tutoring through the Writing Center.

Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that targets traditionally difficult courses (those with a high rate of Ds, Fs, or Ws), and provides student mentors known as SI Leaders who offer peer-assisted review sessions. Meeting generally once a week usually in the evenings, these sessions help students master course content, increase study skills, and improve performance in the selected courses. For further information refer to the website at www.emory.edu/OXFORD/SI/.

Disability Services

Oxford College and Emory University are committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with a disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act 1973, and other pertinent federal, state, and local laws.

The Office of Disability Services (ODS) is the central clearinghouse which processes and facilitates all accommodation requests from qualified students who have completed the registration process in its entirety.

Oxford College's program functions as a seamless extension of services offered to

61 | Educational Resources

students at the Emory campus location. The ODS staff is the same with designated (permanent part time) staff at the Oxford campus located in the Student Health/Counseling and Career Services Center.

Students are responsible for initiating the accommodation request process by self disclosing their disability and/or chronic medical condition directly to ODS.

More detailed information is available on the website at www.ods.emory.edu, or makes requests directly to the Office of Disability Services, Emory University, 201 Dowman Drive, University Administration Building, Suite 110, Atlanta, GA 30322, 404.727.9877 (v) or 404.712.2049 (TDD).

Student Health Service

Health Services

Student Health Service, managed and staffed by nationally certified nurse practitioners, includes on-campus evaluation of health problems, care and treatment of illnesses or injuries, laceration repair, sports physicals, family planning/well woman exams, STD screening, and provision of health/wellness information. Referral to the college medical advisor or other physician specialists will be made when situations necessitate further medical evaluation and treatment. Students do not pay for office visits to the Student Health Service but are responsible for costs of special services such as laboratory tests, prescription medicines, and visits to private physicians or clinics and hospital emergency rooms. Fees for special services may be billed through the Bursar's Office. A student may submit charges for lab and supply fees to his/her health insurance company for reimbursement. To obtain more information about Student Health Service, please call 770.784.8376 or visit our web site at <http://oxford.emory.edu/student-health>.

Required Health Forms

Three health forms are required—the Entrance Medical Record which includes immunization requirements, the Authorization for Use/Disclosure of Protected Health Information, and the State of Georgia Meningococcal Vaccination Acknowledgement Form for Students Living in On-Campus Housing. These forms are available online at <http://oxford.emory.edu/healthforms/>.

Insurance

Emory University (including Oxford College) requires that all new and continuing degree-seeking students and all international students either have health insurance or purchase the University-sponsored plan. In order to waive enrollment in the Emory Student Health Insurance Plan (offered by Aetna/The Chickering Group), students must show evidence of enrollment in a United States domiciled health insurance plan that meets specific waiver criteria. Students may waive enrollment through their OPUS account prior to July 1.

If you wish to be enrolled in the Emory Student Health Insurance Plan, there is nothing further that you need to do. You will be automatically enrolled in the plan at the conclusion of the waiver period on July 1 and you will receive an insurance card in the mail (at the mailing address that you have on file with OPUS). The Emory/Aetna student insurance plan is an annual plan that provides coverage for 12 months in Atlanta, nationally and internationally. Coverage under the annual plan begins on July

15 for medical students, August 1 for international students and August 15 for all other students. If you choose to enroll in the Emory/Aetna plan, you will be charged via Student Financial Services (the Bursar's Office).

Counseling and Career Services

Counseling and Career Services offers free, confidential counseling for personal and career-related issues. Services include individual therapy, problem-solving sessions, career counseling and assessment, consultations, referral to appropriate on-campus and off-campus resources, and outreach programming on a variety of mental health and career-related topics. (The only fee for services is a nominal cost of \$30 for career assessments and materials.) Students also may avail themselves of the Counseling and Career Resource Room, which contains books, computer programs, audio tapes, and videotapes on mental health, study skills, and career-related topics. Refer to the website at <http://oxford.emory.edu/counseling>.

Residential Education and Services

In addition to addressing matters related to living arrangements, Residential Education and Services (RES) contributes to student success by supporting academic effort within living communities. RES is dedicated to promoting both personal and academic success by providing activities related to individual growth and leadership skill development.

The residential education program is supported by a staff of student resident assistants and professional residence life coordinators who live in the residence halls and coordinate programming efforts and activities for students. Programming efforts gives students opportunities to experience a campus atmosphere conducive to balance between scholastic achievement, leadership, and campus life. RES staff is knowledgeable about available campus resources to assist students in managing their academic load and out of classroom lives successfully.

ORAU

Since 1946 Emory students and faculty have benefited from the university's membership in Oak Ridge Associated Universities (ORAU), a consortium of ninety-six colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, and faculty enjoy access to a variety of study and research opportunities. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science and engineering.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU members, private industry, and major federal facilities. Activities include faculty development programs, consortium research funding initiatives, faculty research and support programs, and services for chief research officers.

For more information about ORAU and its programs, call 865.576.3306 or visit www.ornl.gov. Information is also available from Frank Stout, Vice President for research administration at Emory and ORAU councilor for the university.



“A mind, once stretched by a new idea, never regains its original dimensions.”

—Oliver Wendell Holmes

Admissions

Requirements

First-year student applicants to Oxford must submit entrance credentials indicating graduation from a secondary school with at least sixteen acceptable units of work. Oxford strongly recommends the following:

Subject	Years
English	4
Mathematics (including Algebra II)	4
Foreign language	2
Social studies	3
Laboratory sciences	3

The applicant must also present satisfactory scores on the examinations of the College Entrance Examination Board (SAT: Oxford College code number 5186) or the American College Testing Program (ACT: Oxford College code number 0815).

To receive an application for admission, contact the Office of Enrollment Services, Oxford College, P.O. Box 1418, Oxford, Georgia 30054; 770.784.8328; or visit us online at www.emory.edu/OXFORD.

Application Procedure

Application Fee

A nonrefundable processing fee of \$50 must accompany each completed application.

Admission Plans

There are five ways to apply to Oxford College of Emory University.

Early Action

Deadline: November 1. Notification: December 15

The Early Action Program is nonbinding and allows students to learn of their admission decision early in the senior year. While applicants admitted under the Early Action Program may consider Oxford College their first choice, they have until May 1 to make a final decision. Students who apply Early Action to Oxford College may apply to Emory College through the Early Decision I, Early Decision II, or Regular Decision plan. However, if admitted to Emory College through the Early Decision I or early Decision II plan, the students are required to withdraw their application from Oxford College.

Regular Decision

Deadline: January 15 (fall term). Notification: April 1

Deadline: December 1 (spring term). Notification: January 5

Students who select Regular Decision for Oxford College may also select Early Decision I, Early Decision II, or Regular Decision for Emory College. However, if admitted to Emory College through the Early Decision I or Early Decision II plan, students are required to withdraw their application from Oxford College.

Oxford Scholars Program

Deadline: November 1. Admission Notification: December 15

Students who apply for the Oxford Scholars Program must also select Early Action or Regular Decision. Student may nominate themselves for merit scholarships on the admission application (no supplement or nomination for is required).

Early Admission

Deadline: January 15. Notification: April 1

Academically exceptional students wishing to enter college after completing the eleventh grade may apply for early admission. Candidates are expected to complete all requirements for regular admission and meet the same standards of eligibility. Candidates must take the SAT I or ACT prior to the application deadline. A personal interview is highly recommended for early admission candidates.

Joint Enrollment

Deadline: June 15. Notification: August 1

This admission plan serves students who wish to take courses at Oxford while still enrolled in high school. Students must have completed the junior year in secondary school and must follow the same admission procedures as candidates for regular admission. Candidates must take the SAT I or ACT prior to the application deadline.

Admission Decisions

Upon notice of acceptance, a deposit of \$375 is required on or before May 1 for summer or fall enrollment, which will apply toward the first semester's fees. The deposit may be refunded if requested before May 1 for summer or fall enrollment, and before December 15 for spring enrollment.

Accelerated Degree Programs

Advanced Placement (AP)

Oxford College will grant up to sixteen hours of AP credit according to the following guidelines: four semester hours of credit will be granted for each score of four or five on examinations of the Advanced Placement Program of the College Entrance Examination Board; four semester hours of credit in computer science for a score of three on either of the computer science examinations. The mathematics department gives credit for scores of three on the calculus under special circumstances; for guidelines, see explanation on page 45. The French, German, and Spanish departments will review the examination booklets for scores of three and decide whether to award credit. No other departments will consider scores of three for credit. No credit will be granted at Oxford College for scores of one or two.

The Advanced Placement examination can be used to satisfy General Education Requirements in accordance with college policy. Whether such credit shall apply to Oxford's distribution requirements and the General Education Requirements is a determination made by the faculty in the discipline granting the credit. Not more than eight hours of AP credit will be granted in the same academic division. **Applicants should request that scores be sent to the Office of Enrollment Services, P.O. Box 1418, Oxford, Georgia 30054.**

International Baccalaureate (IB)

Oxford College recognizes the academic challenge of the International Baccalaureate and will grant up to sixteen hours of credit for scores of five, six, or seven on the higher-level examinations. No credit is awarded for standard-level examinations. Not more than eight hours of IB credit will be granted in the same academic division. When IB credit is awarded, a student may not receive AP credit that duplicates the IB work. Applicants must request that scores arrive by October 1 of their first semester to the Office of Enrollment Services, P.O. Box 1418, Oxford, Georgia 30054.

Transfer Applicants

Requirements

Oxford welcomes applications from students who have attended other colleges.

If less than a year of college-level work has been completed, the high school transcript and SAT or ACT scores should be submitted as part of the admission application. An official college transcript should be sent from all previously attended colleges to the dean of enrollment services, Oxford College, P.O. Box 1418, Oxford, Georgia 30054. The student must be eligible to return to the previous institutions and should have an overall grade-point average equivalent to a B or better at Oxford to be considered.

Transfer students from approved colleges may receive credit at Oxford for previous work, provided their performance is creditable and the work consists of acceptable academic college-level courses. No more than 32 hours of credit will be granted for approved college course work. **To qualify for the associate of arts degree and for continuation at Emory College, transfer students are required to take at least two semesters of residence at Oxford, earning a minimum of thirty-four credit hours, two of which must be in physical education.**

Transient Study

Oxford students wishing to enroll for summer study at another institution must secure the written permission of their academic adviser. Students may only apply a maximum of 8 credit hours toward their Oxford College Degree. Since permission depends upon approval of the intended courses, students should contact their academic adviser well before the end of the spring semester to obtain a transient permission form. The transient permission form and catalog description should be turned in to the Office of Enrollment Services. For credit to be received, an official transcript must be received in the Office of Enrollment Services by October 1 of the year courses were taken.

Note: Transient study is only approved for the summer between the freshman and sophomore year of study at Oxford. Enrollment in at least a three semester hour or a five quarter hour course is acceptable for transient credit. If the institution gives three semester hours of credit, three semester hours of credit will be awarded when the student's transcript with a grade of "C" or better is received. Students wishing to enroll as transients at Oxford must also present written permission from their own dean or registrar.

Readmission

To return to Oxford after withdrawing or being absent for one or more semesters (other than the summer semester), students must complete a readmission form (available from the Office of Academic Services). There is no application fee for readmission.

Students requesting readmission after exclusion must petition for readmission no later than four weeks prior to the end of the term preceding the one for which readmission is requested (see “Probation and Exclusion,” p. 90).

Readmission following withdrawal for medical reasons requires clearance by designated University health officials.

New Student Orientation

Oxford College offers an orientation program prior to the start of fall semester. All new students are required to attend in order to become familiar with the campus, meet members of the faculty and staff, take placement tests, and register for classes. New students will be informed about dates and locations of orientation activities. Parents are urged to attend events on the first day of orientation, meet the faculty and administration, and become acquainted with the educational philosophy of Oxford College. Students entering Oxford College in the spring semester have a one day orientation program prior to the start of classes.

Continuation to Emory College

Early each spring semester, the staff, administration, and faculty of Oxford and Emory colleges work to give Oxford’s rising juniors (“continuees”) the information and guidance required to continue as Emory College juniors as seamlessly as possible. Oxford students are encouraged to begin acquainting themselves with the Atlanta campus in their first year at Oxford. Shuttle service to the Atlanta campus is provided for students (consult Campus Life for details).





"It is the mark of an educated mind to be able to entertain a thought without accepting it." —Aristotle



Financial Information

Expenses

Basic Cost

Basic expenses for the academic year 2010–2011 are approximately \$22,967 per semester (tuition, fees, room, and board). The student should allow additional funds for such expenses as books, laundry, personal items, and entertainment.

Tuition

The 2010–2011 semester tuition charge of \$16,400 includes full-time instruction in an average program of study, use of facilities and equipment, medical and health service, and library service.

Part-time students (with a course load of fewer than twelve semester hours) are charged \$1,367 for each semester hour. This charge does not include medical and health service.

Off-campus courses during the interim and summer terms require the payment of \$981 per semester hour at registration. There is an additional charge for living and traveling expenses incurred in these courses. These costs are announced at the time of registration for the course.

Room and Board

The 2010–2011 cost of room and board averages \$4,736 (\$3,261 for room and \$1,475 for board) per semester. This rate applies to a double-occupancy residence hall room and meal plan. Residence hall rooms commonly are furnished with beds, mattresses, desks, chairs, dressers, and sinks. Private rooms entail an additional charge and are not available to first-year students.

Oxford College is a residential campus. In certain cases, commuter status is granted to students who successfully petition the college to be exempt from the residency requirement. These students must live with a parent or guardian and provide a plan to be engaged in the campus community. Students who have special circumstances such as being married, having dependent children, and/or being older than age twenty-three, are exempt from the residency requirement upon petition.

Financial Assistance

Scholarships, loans, and on-campus employment tailored to individual ability and need are available. Oxford works to combine scholarships, loans, and part-time employment with parental assistance so that students can do their best work without financial strain.

A student must reapply for aid by the deadline each year. Provided the student continues to demonstrate financial need and remains in good academic standing (refer to Continuation in Attendance on page 91 for details), a first-year recipient can expect an aid package to be renewed for the sophomore year at Oxford. Given continued demonstration of need, students continuing to Emory College for their junior and senior years can expect to receive the same percentage of tuition in need-based aid that they received at Oxford.

Need-based grants are awarded for an academic year, provided the student is not

placed on academic probation for two consecutive semesters. A student placed on Honor Council probation for the second time will automatically lose his or her grant. Moreover, a student may have Oxford grant funds reduced for the second year if the student is on academic probation.

Oxford uses both the College Scholarship Service Profile and the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid. The College Scholarship Service is a cooperative program for handling confidential statements submitted by parents in support of applications for financial assistance.

Both the Profile and FAFSA forms should be filed online at www.collegeboard.com and www.fafsa.ed.gov, respectively. To receive priority treatment, these statements should be sent to the processor by February 1 of the year in which the student will require aid. This ensures that the student will meet the Oxford deadline of March 1. Signed copies of all student and parent tax returns, schedules, and W2 forms are due by March 1. Financial aid award packages for entering students with complete financial aid files are mailed by April 15. Financial aid award packages for returning and continuing students will be mailed in the summer.

Only applicants who have been accepted for admission or who already are enrolled will be considered for financial aid. Please view all financial requirements at <http://oxford.emory.edu/affordability/>.

Academic Scholarships

Academic scholarships are awarded solely on the basis of academic and personal merit. Academic scholars placed on Honor Council probation for the first time or conduct probation for the second time will lose their scholarships permanently. **All scholars are expected to take a standard course load of sixteen hours per semester while receiving a scholarship. Permission to underload with fewer than sixteen hours must be granted by the director of academic services. All scholars are expected to remain enrolled on the Oxford campus for four semesters.**

Students receiving four-year scholarships are awarded at Oxford and continue to Emory College and Goizueta Business School and the Nell Hodgson Woodruff School of Nursing.

Robert W. Woodruff Scholars

The Robert W. Woodruff scholarship competition is for high school seniors who have demonstrated qualities of forceful and unselfish character, intellectual and personal vigor, outstanding academic achievement, impressive skills in communication, significant leadership and creativity in school or community, and clear potential for enriching the lives of their contemporaries at Emory University. All students who apply for admission to Oxford College by November 1 automatically are considered for these awards and will be notified by February 1 if they are chosen as scholar candidates. Students must maintain a 3.2 grade-point average to continue as Woodruff Scholars taking the standard course load of sixteen hours per semester.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. **All students are expected to remain enrolled on the Oxford campus for four semesters.**

Dean's Scholars

These full-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. Each student must maintain a 3.2 grade-point average taking the standard course load of sixteen hours per semester to continue as a Dean's Scholar. All students who apply for admission to Oxford College by November 15 automatically are considered for these awards and will be notified by February 1 if selected as a scholar candidate.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. **All students are expected to remain enrolled on the Oxford campus for four semesters.**

Faculty Scholars

These half-tuition scholarships are awarded annually to first-year applicants. Selection is based on demonstrated academic achievement and leadership capabilities. At Oxford, students must maintain a 3.2 grade-point average taking the standard course load of sixteen hours per semester to continue as Faculty Scholars. All students who apply for admission by November 15 are automatically considered for these awards and will be notified by February 1 if selected as a scholar candidate. Outstanding sophomore students also may be selected to receive these scholarships.

Scholarships are granted for four years and are awarded solely on the basis of outstanding merit without regard to financial need, race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran's status. **All students are expected to remain enrolled on the Oxford campus for four semesters.**

Oxford Achievement Awards

These scholarships range from \$5,000 to \$10,000 per year for two years at Oxford College and awarded annually. Selection is based on demonstrated academic achievement and leadership capabilities. Students must maintain a 3.2 grade-point average taking the standard course load of sixteen hours per semester to continue as Oxford Achievement Award Scholars. These scholarships do not continue to Emory College.

Alumni Scholars

These scholarships are funded at \$2,500 each and are provided annually through generous donations from Oxford College alumni. Selection is based on demonstrated academic achievement and leadership capabilities.

Sophomore Scholarships

Brad Edwards Leadership Award

Established in 1990 in memory of Oxford student Bradley Patrick Edwards by his parents, Mr. and Mrs. J. Joseph Edwards, and friends. The one-half tuition scholarship is presented to two rising sophomores at Oxford College with outstanding character and who cares deeply for his or her fellow students, school, and community as demonstrated by broad-based involvement and leadership. The recipient must maintain a 2.5 GPA while at Oxford.

Judy Greer Scholarship

Awarded annually to two rising sophomores who exemplify the spirit and mission at Oxford College. Candidates must have at least a 3.0 GPA and a record of leadership. This award was initiated by the class of 1959 and supported by other alumni and friends to honor Judy Greer, professor of physical education, on her retirement from Oxford College in 1996. She taught at Oxford for more than thirty years.

Oxford Scholars

Academic scholarships are awarded annually to Oxford students continuing to the Atlanta campus. These students are nominated by the dean of Oxford College in consultation with the Oxford faculty and staff. Nominees must show academic achievement, leadership ability, strong character, and potential to make significant contributions to Emory College. Final selections are made by the dean of Emory College. These scholarships are renewable for the senior year, provided the student maintains an acceptable academic record.

Sammy Clark Scholarship

Established in 2005 by alumni and friends to honor Reverend Sammy Clark, Oxford College chaplain from 1982 to 1998.

Named Scholarships

In addition to the financial assistance for students provided in the operating budget of Oxford College, there are forty-three endowed scholarships that have been given as charitable investments in youth and in memory of friends and loved ones. Friends and alumni interested in establishing such scholarships are invited to contact Oxford's Office of Advancement and Planning. These scholarships are awarded by the Office of Financial Aid based on financial need as determined from the FAFSA and PRO-FILE.

Dr. Arthur Nicholas Anderson Jr. Memorial Scholarship

Established in 1977 by Mrs. Betty C. Anderson in memory of her husband, a member of Oxford's class of 1938.

James Y. and Kathleen Grogan Arnold Memorial Scholarship

Established in 1983 by James Y. Arnold Jr. in memory of his parents. This scholarship is for a worthy student from Elbert County.

Arnold Foundation Leadership Scholarship

Provided by the Arnold Foundation in 1985 to fund scholarships for deserving students residing in Newton County or surrounding counties. The foundation was established by Robert and Florence Arnold of Covington. The Arnold Fund helps support four scholars per year at three-fourths tuition. Preference is given to Newton County students, then students in contiguous counties, based on academic merit and financial need who exhibit character and leadership qualities. Maintaining a GPA of 3.2 is required for continuation to Emory College.

Josiah K. Bates Scholarship

Established in 1993 as a bequest from the estate of Josiah K. Bates, who graduated from Oxford College in 1954.

Jackie and Clifford Bell Scholarship

Established in 1993 for a deserving high school graduate of Washington County by Clifford A. Bell 46OX of Sandersville, a charter member of the Oxford Board of Counselors, and his wife, Jackie.

Judith and Edred Benton III Scholarship

Established in 2004 by Harry L. Gilham, Jr. of Atlanta, James S. Benton 59OX of Augusta, and other members of the Benton family in memory of Edred C. Benton III 57OX 62D 66D, and his wife, Judith Grandy Benton.

Rev. W. Marion Bloodworth Scholarship

Established in 2001 by Mrs. Gladys Bloodworth of Des Moines, Iowa, in memory of her husband, Reverend W. Marion Bloodworth 49OX 59T.

John Bostwick Scholarship

Established in 1997 by John Bostwick III, MD 62OX, a member of the Oxford College Board of Counselors.

Branham Scholarship

Provided through the estate of Elizabeth F. Branham in memory of her grandparents, the Reverend and Mrs. W. R. Branham Sr.; her parents, the Reverend and Mrs. W. R. Branham Jr.; and Miss Lynn Branham.

E. J. Brown Scholarship

Established in 1958 by Mr. Phil Buchheit, publisher of the Spartanburg, South Carolina, *Herald-Journal*, and friends in memory of Mr. E. J. Brown, a former faculty member.

Edmond Weyman Camp Jr. Scholarship

Started in 1978 by members of the Camp family and friends in honor of Dr. Edmond Weyman Camp Jr., a former member of the Oxford faculty who graduated from the Emory University School of Medicine in 1935.

Wilbur "Squire" Carlton Scholarship

Established by former students in the class of 1946, and completed by Dr. Adrian Grass 49OX, in memory of Squire Carlton, who taught Latin at Oxford College from 1926 to 1974.

Cline Family Music Scholarship

Given in 1985 by John Cline, Pierce Cline, and Lucie Cline Huie, and awarded to musically talented students who agree to participate in the music program of Oxford College and Allen Memorial United Methodist Church.

Robert Trulock Dickson Scholarship

Established in 2008 by Dr. R. Trulock Dickson 72OX of Kinston, North Carolina. This scholarship is awarded yearly to a qualified student from the Georgia counties of Berrien and Grady.

Harold and Lucille Dobbs Scholarship

Established in 1988 by Denny Dobbs, a 1965 Oxford College graduate, in memory of his parents.

Carmen and Willie D. O'Kelley DuBois Scholarship

Established in 1990 through the estates of Carmen and Willie DuBois.

Fran Hardy Elizer Scholarship

Established in 2001 by her husband, Marshall Elizer.

Marshall R. Elizer Scholarship

Funded in 1987 by alumni and friends of Oxford College in honor of Marshall R. Elizer, who served as business manager, director of student services, and professor of mathematics from 1946 to 1978.

Etheridge Scholarship

Given in 1968 by the Reverend Roy P. Etheridge 1915OX, a retired United Methodist minister, in memory of his parents, Robert A. and Harriet K. Etheridge.

Jennifer Lea Evans Memorial Scholarship

The Jennifer Evans Scholarship is awarded annually to a rising senior in Emory College who has exhibited passion for caring for sick, injured, or disabled children, and who has demonstrated throughout his or her high school and college years a love and capacity for working with children. In addition the candidate must have maintained at least a 3.3 cumulative GPA while pursuing a major in the natural sciences or mathematics. The awardee's aspirations must be to care for children in a health-related profession. The award is to be used to cover educational expenses in his or her senior year in Emory College.

Fleming Scholarship

Funded in 1976 by gifts from alumni and friends of Oxford College in honor of Neal Bond Fleming, dean of Oxford College from 1966 to 1976.

Franklin Foundation Scholarship

Established in 1993 by the John and Mary Franklin Foundation.

B. Lisa Friddell, MD Scholarship

Established in 1996 in memory of Dr. B. Lisa Friddell 86OX 88C by the physicians and coworkers of Affinity Health Group in Albany, Georgia, where she practiced.

Godfrey Scholarship

Established in 1957 by Mr. and Mrs. S. Charles Candler of Madison, Georgia, in memory of Mr. and Mrs. P. W. Godfrey, Mrs. Candler's parents.

John and Sara Gregory Scholarship

Established in 1987 in honor of John and Sara Gregory. John Gregory taught literature at Oxford College for thirty-two years. Sara began as a chemistry professor and then served as the Oxford librarian for eighteen years.

Orin Thomas Grier Scholarship

Established in 2001 through the estate of Orin Thomas Grier 59OX of San Francisco.

James Shook Hammons Scholarship

Established in June 2001 through the estate of Sara M. Hammons of Brunswick, Georgia, in honor of her brother, James Shook Hammons.

Curry T. and Bobbie Haynes Scholarship

Funded in 1978 by gifts from alumni and friends of Oxford in honor of Curry T. Haynes, professor of biology from 1945 to 1970, and Bobbie Haynes, infirmary supervisor from 1946 to 1978.

Robert Ingram Scholarship

Established in 1993 by Dr. Robert Ingram 65OX of Opelika, Alabama, in memory of his parents.

A. W. Jackson Endowed Scholarship

Established as part of the sesquicentennial campaign in 1987 to honor Professor A. W. Jackson, physics and math professor from 1930 to 1945 and Oxford College business manager from 1945 to 1971.

King Scholarship

Funded jointly by Oxford College and the Newton County King Scholar Fund and generously supported by Covington's General Mills and C. R. Bard, the Martin Luther King Jr. Scholarship is awarded annually to a student from a Newton County high school who chooses to attend Oxford College. This full-tuition award is presented on the basis of financial need and merit and continues to Emory College or Goizueta Business School. Students must maintain a 3.2 GPA to continue as MLK scholars.

J. Frederick and Mary Burns Landt Scholarship

Provided by family and friends in 1991 in memory of Dr. Fred Landt, an Oxford College professor of biology for twenty-nine years, and in honor of his wife, Mary B. Landt, an Oxford College library assistant.

Worthey F. and Vara Kitchens Lunsford Scholarship

Established in 1988 as a bequest from the estate of Reverend Lunsford, who graduated from Emory Academy in 1925. Reverend Lunsford was a Methodist minister who maintained an interest in Emory and Oxford College throughout his life.

Charles and Eloise Mann Scholarship

Established in 1993 by Henry Mann 62OX of Atlanta and his brother, Dr. Charles Mann 57OX, of Fort Worth, Texas, in memory of their parents.

William Arthur Matthews Scholarship

Started in 1978 by Beverly Cone Matthews Sossoman 38OX in memory of her husband, Dr. William A. Matthews 32OX.

Dan C. Moore Endowed Scholarship

Established in 1987 as part of the sesquicentennial campaign. The scholarship honors Professor Dan C. Moore and his forty years of teaching mathematics and physics.

Bill and Nancy Murdy Scholarship

Established in 1993 by former Oxford dean and chief executive officer, William H. Murdy, and his wife, Nancy.

Alan Palmer Scholarship

The Alan Palmer Scholarship was established in 2004 by family and friends in memory of Alan Palmer 86OX 88C.

David L. and Leila Thornley O'Neal Scholarship

Established in 1979 by David L. and Leila Thornley O'Neal and Hariette Louisa Thornley.

Albert W. Rees Scholarship

Established in 1957 by family and friends in memory of Professor Albert W. Rees, a former superintendent of the University and academy at Oxford.

Renfroe Scholarship

Established in 1991 by Gerald and Jean Eickhoff in honor of Mrs. Eickhoff's parents, Dr. and Mrs. Carl Renfroe.

Stevens Scholarship

Provided in 1957 by Mrs. Marie Stevens Walker Wood of Macon, Georgia, in memory of her father, Walter Crawford Stevens, a member of the class of 1873.

E. Walton Strozier Scholarship

Funded in 1979 by gifts from alumni and friends of Oxford in memory of E. Walton Strozier 14OX, professor of social studies and a member of the faculty for thirty-six years. Professor Strozier retired in 1960.

Stubbs Honorary Scholarship

Funded each year by the Walter Clifton Foundation in appreciation for and in honor of William and Rachael Stubbs.

Swann Scholarship

Given by Mrs. Julia Swann Miller Williford in memory of her son, Mr. Thomas Chalmers Swann III, a student at Oxford in 1943. This scholarship is for a worthy student from Newton County.

Dallas Tarkenton Scholarship

Established in 1997 by Alva J. Hopkins III 72OX of Folkston to honor Dr. Dallas Tarkenton, former registrar and director of admission, associate professor of social studies, and the first director of development at Oxford College from 1961 to 1974. He was instrumental in the founding of the Oxford College Board of Counselors.

John and Quida Temple Scholarship

Emory College established the scholarship in honor of John Temple's retirement from Emory University in June 2003. John Temple was formerly executive vice president and chief operating officer of Emory University. Temple came to Emory to serve as executive vice president in 1982 and retired from this position in the summer of 2003 after twenty years of service.

**Floyd Watkins Scholarship**

Named in honor of the late professor Floyd C. Watkins, Emory University Charles Howard Candler Professor of American Literature, to offer support to recipients defined in accordance with his wishes, this scholarship is awarded to a rising sophomore from a small town in the South who intends to pursue studies in the humanities at Emory College. The award involves a grant for each of the three final years of the student's undergraduate career. The award recipient is determined in the spring by the English faculty with the approval of the other members of the Division of Humanities.

The Alfred B. Watson Jr. and Agnes Watson Green Scholarship

Established in 2001 by Alfred B. Watson Sr. to honor his son, Al 57OX, and his daughter, Aggie 62OX.

Additional Scholarships

Two/four scholarships are provided by the United Methodist Church for outstanding Methodist students.

Methodist Ministerial Scholarships

Sons or daughters of active ministers or missionaries may receive a scholarship of 45 percent of current tuition. Application forms may be obtained from the Oxford Financial Aid Office.

Courtesy Scholarships

Emory offers a Courtesy Scholarship Program for continued educational development for employees, their spouses or same-sex domestic partners, and children. Courtesy Scholarship information may be obtained from Emory Human Resources or on Emory's Human Resources website under Benefits.

Georgia Tuition Grant

A state grant is available to each legal resident of Georgia who attends a private college in the state and takes a minimum of twelve semester hours. Formal application for this grant must be made through www.gacollege411.org. The amount of the grant varies each year. The Financial Aid Office at Oxford will have information on funding amounts each summer.

Georgia HOPE Scholarships are available in the amount of \$3,500 per year for each entering student designated by his or her high school as a HOPE Scholar and each returning student maintaining a grade-point average of at least a 3.0.

Part-time Jobs, Loans, and Veteran's Benefits

Information concerning part-time jobs in offices, the library, the dining hall, residence halls, and laboratories; loan funds available to prospective students; and financial benefits available to veterans or their dependents may be obtained from the Financial Aid Office, Oxford College, P.O. Box 1418, Oxford, Georgia 30054.



“What is most needed for learning is a humble mind.” —Confucius





“It is important that students bring a certain ragamuffin, bare-foot irreverence to their studies; they are not here to worship what is known, but to question it.” —J. Bronowski (The Ascent of Man)



Regulations

Administration of Curriculum

Academic policies of the college are discussed by the Academic Policy and Planning Committee and voted on by the faculty.

Requirements and Eligibility for Graduation and Continuation to Emory College

1. Fulfill the course requirements (see Degree Requirements);
2. Achieve a cumulative grade-point average of at least 2.0 on work taken at Oxford;
3. Residency requirement: the last eight semester hours must be taken at Oxford College or in Emory University Summer School;
4. Transfer students: complete a minimum of thirty-five semester hours, two of which must be in physical education (and complete the conditions stated above).
5. Students may not transfer between Oxford College and Emory College.

Continuation Requirements

Oxford College continuees must earn a total of 132 semester hours of credit to graduate from Emory College; of these credits, a minimum of fifty-four semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (twelve semester hours or more per semester); a semester of fewer than twelve hours can be combined with another semester of fewer than twelve hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than twelve hours to form two semesters of residence.

Financial Requirements for Graduation

It is a requirement for graduation that all financial obligations to the University be satisfied. If one has outstanding loans not yet due and payable, loan documents satisfactory to the University must be executed and delivered, and all payments must be current.

Grading System

Grades and Quality Points

Symbols A, A-, B+, B, B-, C+, C, C-, D+, D, and S indicate credit; F indicates failure; I indicates that the student has not completed all the work for a course; IF indicates failure to finish an Incomplete; U indicates unsatisfactory; W indicates withdrawal without penalty; WF indicates withdrawal failing; and WU indicates unsatisfactory withdrawal. In addition to the standard four-point scale, an optional plus-minus grading system may be used; faculty members who choose to use plus-minus-based grading will so state in their course syllabus. The plus-minus grading system is mandatory in summer school.

Each passing grade carries with it a proportionate number of quality points. For each semester hour of credit, quality points are computed as follows:

Standard Four-Point Scale

A	=	4.0
B	=	3.0
C	=	2.0
D	=	1.0
F	=	0.0

Optional Plus-Minus Scale

A	=	4.0	C+	=	2.3
A-	=	3.7	C	=	2.0
B+	=	3.3	C-	=	1.7
B	=	3.0	D+	=	1.3
B-	=	2.7	D	=	1.0
			F	=	0.0

Symbols used for grades that result in no credit are F, failure; U, unsatisfactory; W, withdrawal without grade; WF, withdrawal while failing; WU, unsatisfactory withdrawal; and AU, for courses audited. Oxford students do not have the option to choose the grade of S/U for any course.

Incomplete Work

An I, incomplete, is recorded when the associate dean of academic affairs, for reasons such as a student's illness or emergency, grants a student permission to postpone a final examination or other work required to complete a course; a faculty member may request permission to assign a student an I when the faculty member needs more time to complete evaluation of that student's work. Failure to complete the work for which the I was granted by the end of three weeks into the next semester of residence in Oxford College or Emory College will result in an IF unless an extension is granted by the associate dean of academic affairs. For students who do not return to Oxford or continue at Emory, the I must be removed within a calendar year or it becomes an IF. The grades of WF and IF are computed as F.

Calculating Grade-Point Average

Every passing grade carries with it a proportionate number of quality points. Quality points are listed. Ws are not calculated in the hours attempted, but WFs and IFs are counted. To calculate grade-point average, divide quality points by hours attempted.

Sample:

What are the steps?

1. List each course the number of credits and the course grade:

Course	Credits	Grade
Eng 185	4	B
Biol 141	4	D
Hist 101	4	A
PE 126	1	C

2. Multiply the number of credits in each course by the number of quality points corresponding with your letter grade:

Quality Points (QPs)

A = 4 pts.

B = 3 pts.

C = 2 pts.

D = 1 pt.

F = 0 pts.

Course	Credits	Grade	Points	QPs
Eng 185	4	B	3	$4 \times 3 = 12$
Biol 141	4	D	1	$4 \times 1 = 4$
Hist 101	4	A	4	$4 \times 4 = 16$
PE 126	1	C	2	$1 \times 2 = 2$

3. Add the credits and the quality points for every course in which a letter grade was received:

Course	Credits	QPs
Eng 185	4	12
Biol 141	4	4
Hist 101	4	16
PE 126	1	2

4. Divide number of quality points by the number of credits for the semester:

Credits = 13

QPs = 34

GPA = $\frac{\text{QPs}}{\text{Credits}}$

Semester GPA = $\frac{34}{13} = 2.61$

Midsemester Deficiencies

Professors notify students if their academic performance is deficient at the midsemester. The notification will detail the student's progress and may include suggestions for improvement. A letter is sent to the parents of students receiving two or more midsemester deficiencies if the student has signed a release of academic information form.

Electronic Student Information and Enrollment

OPUS (Online Pathway linking University Students) is Emory's Student Information System on the web. Students are able to register; add, drop, and swap courses; and view unofficial transcripts, grades, schedule changes, registration appointment time, academic adviser name, billing information, financial aid information, whether or not a "hold" has been placed on the student's account, and addresses/telephone numbers/email addresses through this web-based system.

Report of Grades

Student grades are available only on the web (OPUS) for password-protected viewing.

Changing Courses

During the first five days of classes, a student (with his or her adviser's approval) may drop, add, and swap classes. During this period, classes dropped will not appear on the student's transcript.

Dropping Courses

Students may not drop English 100C, English 185, Math 100C, and, during freshman year, Physical Education courses. All other courses may be dropped with no academic penalty during the first six full weeks of classes of the semester after the drop-add period providing that the student continues to carry a load of 12 credit hours or is in his/her final semester of residence at Oxford College with approval of the student's academic adviser. Drops by merit scholars also require the approval of the director of academic services. After the drop-add period ends (first five days of classes), a W is given for the course dropped.

Students who drop a course after the end of the first six weeks for medical reasons, corroborated by appropriate documentation, are assigned a W for the course dropped. The associate dean of academic affairs may, for compelling academic reasons and with the recommendation of the student's course instructor and academic adviser, grant a W for a course dropped between the end of the six week and the last day of classes. In all other cases, course drops made after the first six weeks will be assigned a WF unless the student withdraws from the college (see "Cancellation and Withdrawal"). A student who has been accused of an Honor Code violation may not withdraw from the course. There is no tuition refund for a dropped course except in cases of withdrawal from the college before the end of the sixth week of class.

One Time Freshman Drop

In addition, students will be allowed one voluntary withdrawal from a course after the sixth week withdrawal deadline and until the last day of classes during their first two semesters of full-time residency at Oxford College provided that they maintain a 12 credit hour course load. An eligible student must complete a withdrawal form and follow the appropriate procedures as outlined above. ***This voluntary withdrawal policy applies to first-year students and transfer students and applies to any courses including: English 100C, English 101, English 185, Math 100C, and Physical Education. This policy does not apply to students who are on study abroad programs.***

Final Exams

Students must have the permission of the associate dean of academic affairs to take an exam earlier or later than scheduled. Permission is normally granted for medical reasons or for participating in educational programs. Leaving early for rides or flights, vacations, relatives' or friends' weddings, graduation, jobs, or having more than one exam on one day, are not considered valid reasons to request an earlier or later exam. **Requests must be in writing and turned in to the Academic Services Office at least fourteen days prior to the scheduled examination date.**

Class Attendance

Each student is responsible for his or her academic progress. Students are responsible for the effects of absences from class or laboratory on their academic work. Each professor will determine class-attendance requirements and may impose penalties for excessive absences. Report of excessive absence is sent to the director of academic services and will be considered evidence of a student's disregard for academic responsibility, unless excused (for medical or other appropriate reasons).

Faculty members are urged to accommodate student absences due to participation in services on religious holidays. Students are responsible for informing professors well in advance of planned religious observances that conflict with class attendance and for making arrangements to complete any work thereby missed.

Probation and Exclusion

Academic Probation

A student whose cumulative grade-point average is less than 2.0 at the end of any grading period automatically incurs academic probation. Students on probation are expected to concentrate their energies on their studies in order to bring their work up to the required standards of Oxford College.

Continuation in Attendance

A student incurring academic probation at the end of a semester may continue in attendance provided the following minimum standards are met:

1. The student's cumulative grade-point average must be at least 1.0 at the end of any semester.
2. The student's cumulative grade-point average must be at least 1.5 at the end of any semester at the conclusion of which the student has attempted more than twenty-six but no more than fifty-six semester hours in Oxford College.
3. The student's cumulative grade-point average must be at least 1.7 at the end of any semester at the conclusion of which the student has attempted more than fifty-six semester hours in Oxford College, unless the student has completed five semesters.
4. A student who has completed five semesters in Oxford College will be permitted to petition for an additional semester only if the student's cumulative grade-point average is at least 1.9; petitions will be considered by the associate dean of academic affairs and the Academic Appeals Committee; in cases where such petitions are granted, the sixth semester is normally the next consecutive semester.

Academic Exclusion

A student who fails to meet minimum requirements for continued attendance is typically excluded for a minimum of one semester during an academic year. Excluded students may be readmitted only through appropriate petition to the associate dean of academic affairs. Such petitions must establish a reasonable likelihood that the student's academic performance will improve. The petition must also establish that the student will be able to complete the requirements for graduation in the allowed time.

Specific Policies

FERPA

Emory University recognizes a student's right of privacy and is committed to protecting students from improper disclosure of private information. In accordance with the Family Education Rights and Privacy Act (FERPA) of 1974, Oxford College of Emory University limits the disclosure to others of all private information from educational records without the student's prior written consent. The written consent form must be signed and dated and must specify the records to be disclosed and the identity of the recipient. This consent form may be rescinded by the student at any time.

Official Transcripts

Transcripts of a student's academic record may be obtained from the Office of Enrollment Services by written request of the student for a minimal fee. Official transcripts bearing the college seal and validating signature are not issued to individuals but are mailed only on request as confidential information to agencies or institutions. Transcripts include the entire scholastic record; no incomplete or partial transcripts will be issued. **Transcript requests should be made at least one week before the transcript is needed.** No transcripts or official statements of any kind will be issued for students whose records show financial indebtedness to Oxford College or any other official holds on their records. Please submit transcript request to Oxford College, Office of Enrollment Services, P.O. Box 1418, Oxford, Georgia 30054. A \$4 fee is required for an official transcript mailed directly to anyone other than the student; a fee of \$8 is required for an official transcript mailed directly to the student, and a \$4 fee is required for an unofficial transcript to be mailed directly to the student.

Repetition of Courses

Students may not repeat courses they have passed (D and above are passing grades).

Emory College Courses

An Oxford student may, under exceptional circumstances, enroll in courses at Emory College with the permission of the deans of both Oxford and Emory colleges. Such courses cannot be equivalent to courses offered at Oxford and normally must be courses required of Emory College sophomores as prerequisites to a particular academic major or program.

Cancellation and Withdrawal

To cancel registration or withdraw from the college at any time, a student must secure written permission from the dean or the dean's designee; otherwise, honorable dismissal cannot be granted. A student who withdraws for reasons of illness on the recommendation of the Oxford College Student Health Services or Counseling and Career Services receives grades of W in all courses for that semester. The student will need to submit to Oxford College appropriate documentation verifying that the medical issue prompting the withdrawal is resolved and/or manageable and that the student is viewed by his/her health care provider as physically and/or emotionally fit to resume academic life. The student will be readmitted to the College when this documentation is received and its content and nature is approved by the associate dean of academic affairs.

In all other cases, honorable withdrawal from the college after the first six weeks results in grades of W in courses the student is passing and WF in courses the student is failing at the time of withdrawal. A student who has been accused of an honor code violation may not withdraw from the course.

Refunds of tuition are only partial. A student may cancel registration through the seventh calendar day after the first day of classes, in which case the deposit and application fee are forfeited. After the last day for cancellation of registration, a student may withdraw from the college with the appropriate permission. The forfeiture for withdrawal increases progressively, but is not less than the forfeiture for cancellation. The schedule of forfeitures for tuition is as follows: during the second week of the semester, 20 percent of tuition charges; during the third week, 40 percent; during the fourth week, 60 percent; and during the fifth week, 80 percent. There is no tuition refund after the fifth week of the semester. No refund is given if only part of the work is dropped after the last day for approved course-schedule changes specified in the academic calendar.

Refunds for Oxford College students who are Federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendment of 1992 and any related regulations.

Involuntary Withdrawal Policy and Procedure

Overview

Oxford College considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Oxford's rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.

This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the college's rules of conduct. It is intended to apply when a student's observed conduct, actions, and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the associate dean of academic affairs shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

Policy Details

Criteria

A student may be withdrawn involuntarily from Oxford College if the College determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the Oxford College.

Procedure

When the associate dean of academic affairs (or the dean's designee) based on a student's conduct, actions, or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student's ability to safely participate in Oxford College's program.

The Associate Dean of Academic Affairs initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents which have caused concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing on any conditions that must be satisfied prior to re-enrollment, and may be referred for appropriate mental health or other health services. If the student refuses to withdraw voluntarily from Oxford College, and the associate dean of academic affairs continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the associate dean of academic affairs may require the student to be evaluated by an appropriate mental health professional.

Evaluation

The associate dean of academic affairs may refer the student for a mandatory evaluation by an appropriate mental health professional or other appropriate professional. The professional may be selected by Oxford College so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five school days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) (or other professional) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the associate dean of academic affairs and the student.

The professional making the evaluation shall make an individualized and objective assessment of the student's ability safely to participate in Oxford's program, based on a reasonable judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health and safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. The professional will, with appropriate authorization, share his/her recommendation with the associate dean of academic affairs, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Oxford. A copy of the professional's recommendation will be provided to the student, unless, in the opinion of the professional, it would be damaging to the student to do so.

If the evaluation results in a determination that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of Oxford College, no further actions shall be taken to withdraw the student from Oxford College.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the college, the student may be involuntarily withdrawn from the college. In such an event, the student shall be informed in writing by the associate dean of academic affairs of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.

Informal Hearing

A student who has been involuntarily withdrawn may request an informal hearing before a hearing officer appointed by the associate dean of academic affairs by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised by an Oxford faculty or staff member or a health professional of his/her choice. The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the hearing office shall decide whether to uphold the involuntary withdrawal or whether to reconsider, and the student shall be provided written notice of the officer's decision as soon as possible.

Appeal to the Dean

The student may appeal the hearing officer's decision to the associate dean of academic affairs, who shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

Emergency Suspension

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which (a) there is imminent danger of serious physical harm to the student or others, (b) there is imminent danger of significant property damage, (c) the student is unable or unwilling to meet with the associate dean of academic affairs, (d) the student refuses to complete the mandatory evaluation, or (e) the associate dean of academic affairs determines such other exceptional circumstances exist that suspension is warranted. In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based.

Conditions for Re-enrollment

Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the associate dean of academic affairs or his/her designee may require a student who has been involuntarily withdrawn under this Policy to be re-evaluated before he/she is readmitted in order to assure that he/she presents no direct threat to himself/herself or others.

Academic Appeals

Students may petition for waivers of existing academic regulations and requirements in individual cases. Such petitions are handled under the guidelines established by the dean and faculty, and should be submitted to the associate dean of academic affairs.

Motor Vehicles

All students who park automobiles on campus must register their vehicles at the time of enrollment or at the time the vehicles are brought on campus. You must register your vehicle online at <https://app.oxford.emory.edu/CampusLife/Parking/index.cfm>. Persons operating vehicles on campus are expected to know and abide by college parking and traffic regulations. Regulations can be found by going to Oxford College web page found at www.oxford.emory.edu/police/ then click "Vehicle Registration." Failure to abide by these regulations may result in fines/or other disciplinary measures, including booting and removal of the vehicle from campus at the owner's expense.

Conduct and Honor

As members of the Oxford College community of learning and as representatives of Emory University, students are responsible individuals who conduct themselves in accordance with the established standards of the college community. Students of Oxford College are responsible to student government, administration, faculty, and each other for their conduct and for the consequences of their actions.

The Oxford College student government, administration, and faculty share the responsibility of establishing and enforcing standards of student conduct. The dean of Oxford College has final authority in all matters of honor and conduct. Each student is expected to abide by and support the Conduct Code and the Honor Code. The Conduct Code addresses issues of nonacademic conduct, and infractions of this code are heard by the Conduct Board of Oxford College. The Honor Code addresses issues of academic integrity and honesty; breaches of this code are heard by the Honor Council of Oxford College. The following are abridged versions of the student Conduct Code and student Honor Code. The complete codes are provided to each entering student prior to registration and also available on the college website.

Oxford College Code of Conduct, Abridged Version

- I. Preamble**
- II. Basic Expectations and Inherent Authority**
- III. Violations of Code and Law**
- IV. Prohibited Conduct**
- V. Definitions**
- VIII. Disciplinary Actions**
- IX. Jurisdiction**

I. Preamble

As Oxford College of Emory University is an institution dedicated to providing educational opportunities for its students, it strives to establish an atmosphere of responsible freedom, which will enable its students to pursue their academic and personal goals. Students of Oxford College are expected to adhere to and uphold the standards of deportment, integrity, and courtesy that are appropriate at an institution of higher learning.

II. Basic Expectations and Inherent Authority

The primary purpose for the imposition of non-academic discipline in the college setting is to protect and preserve the quality of educational environment in the campus community. This purpose entails several basic expectations:

- That the college community assumes high standards of courtesy, integrity, and responsibility in all of its members.
- That each student is responsible for his/her conduct and that continuation as a student is conditional upon compliance with the requirements of student conduct expressed or implied in this code. Each student in Oxford College is presumed to know that the requirements of student conduct expressed or implied in this code and all other college or University regulations are in effect and applicable to him or her.
- That matters of alleged misconduct that fall under this code will be handled under this code.
- Oxford College reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community.

- The Administrative Regulations of Emory University: New regulations may be issued from time to time by the University.
- Confidentiality. Students' conduct records are confidential and will not be released outside the college without the student's specific written permission, except as provided by applicable law.

III. Violations of the Law and this Code

Students may be accountable to both to civil authorities and to the college for acts that constitute violations of the law and this code. Those accused of violations of this code are subject to the college's disciplinary proceedings outlined in this code while criminal, civil, or other college proceedings regarding the same conduct are pending. Accused students may not challenge the college disciplinary proceedings outlined in this code on the grounds that criminal allegations of possible violations, civil actions, or other college proceedings regarding the same incident are pending, may be initiated, or have been terminated, dismissed, reduced, or not yet adjudicated. The disciplinary process will proceed independent of, and not subject to, decisions made by non-college authorities. The college reserves the right to refer matters to federal, state, and local authorities when appropriate.

IV. Prohibited Conduct

Oxford College Conduct Code and other Oxford College Regulations: It is neither possible nor necessary to indicate every instance of misconduct that could result in disciplinary action against a student, it is appropriate to specify certain types of behavior that are not permissible on University property, at off-campus college or University-sponsored activities, or in any setting where the behavior affects the interest of Oxford College or Emory University and is brought to the attention of the college. The following list includes, but is not limited to, conduct which may subject a student to disciplinary action.

Abuse and Assault: Verbal abuse, physical assault, or attempted physical assault, and harassment, whether in person, in writing, or by electronic means. Such conduct may include: explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death; following a person about in a public place or to or from his or her residence; making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can be reasonably expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or communicating anonymously by voice mail or graphic means or making a telephone call anonymously whether or not a conversation ensues, words or actions directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose.

Aiding and Abetting: Encouraging, aiding, or inciting any conduct prohibited by this code.

Alcohol: Possession, use, consumption, or distribution of alcoholic beverages. Oxford College is defined as an alcohol-free environment in which the possession, consumption, use, or distribution of alcoholic beverages by students, regardless of age, is expressly prohibited on campus. The term campus includes all property owned, leased, or used by Emory University. Possession may be defined as a student's presence in a location in which alcohol is readily available, regardless of evidence of the student's actual consumption. Behaviors indicating that a student is manifestly under the influence of alcohol may constitute a charge of misconduct.

Student Government Association funds may not be used to purchase alcoholic beverages. Contributing to a violation of the Conduct Code by supplying or otherwise actively engaging in the consumption of alcohol and/or drugs by another. Students may be held responsible for the behavior of guests, including other students, regardless of their presence.

Cooperation: Failure to cooperate in the administration of this code.

Dangerous Devices: The possession, carrying, or use of firearms (including pistols, rifles, shotguns, BB guns, pellet guns, paintball guns, or ammunition), bows and arrows, dirk knives, razors, switchblades, explosives, or other dangerous knives, explosives, or other dangerous chemicals including lighter fluid or weapons including martial arts equipment is prohibited in college-owned or -controlled property and at college-sponsored or -supervised activities, except by authorized law officers and other persons specifically authorized by the University.

Disturbances: Disruption or obstruction of teaching, residence hall life, research, administrative functions, disciplinary proceedings, freedom of movement of vehicles or persons on campus, or of other proper and authorized activities of the institution.

Drugs: Use, possession, sale or distribution of narcotics or illegal drugs. The unauthorized use, possession, sale, or distribution of prescription drugs (e.g., amphetamines, barbiturates, tranquilizers, etc.) is also strictly prohibited. Possession may be defined as a student's presence in a location in which controlled substances are readily available, regardless of evidence of the student's actual use. Behaviors indicating that a student is manifestly under the influence of a controlled and/or intoxicating substance may constitute a charge of misconduct.

Fire Safety: Setting a fire; tampering, misusing, or destroying fire alarms, fire hoses, fire extinguishers, or any other fire equipment; failure to exit in a prompt manner at the sound of a fire alarm. Additional fire safety restrictions are detailed in the student housing regulations.

Hazing: Taking any action or creating any situation that endangers another's mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiating into or affiliation with any organization or group. Participation in any activity considered to be hazing as described in the Oxford College policy on hazing (see hazing policy).

Non-Compliance: Disregarding or failure to comply with the directive of a college official, including campus police officers, resident assistants, and student judges acting in the performance of their duties. Failure to fulfill sanctions assigned in response to student misconduct and/or knowingly violating the terms of any disciplinary sanction imposed or any mutual agreement reached in accordance with this code.

Obscene Conduct: Obscene conduct on campus, on Emory University property, or at, or in connection with, institutionally sponsored or supervised functions of student organizations, whether in person, in writing, or by electronic means.

Official Records: Forging, altering, or otherwise misusing institutional documents or records, or knowingly giving false information to the institution or its duly autho-

rized representatives. Such misconduct may fall within the jurisdiction of the Oxford College Honor Code. The appropriate hearing body of such a charge will be decided by the dean for academic affairs and the dean for campus life. Breaches of academic integrity will be handled in conformity with the Oxford Honor Code.

Property Damage: Damage, destruction, or unauthorized removal, or theft of property of another member of the University community (student, faculty, staff, or employee), property of the University itself, or the property of a guest of the University.

Student Organizations: Membership, participation in, or support of student organizations explicitly prohibited by the dean.

Trespassing: Unauthorized entry into, or use of, any institutional facility, including residence halls, classrooms, offices, and other restricted facilities. Engaging in violation of regulations relating to entry (opening and closing hours) and use of University facilities. Unauthorized entry or use further includes infringement upon the rights of privacy of another member of the college community.

Other Regulations

Housing: Violation of Oxford College housing regulations and terms and conditions of residency.

Computer Use: Violation of Oxford College computer use policy.

V. Definitions

- a. Whenever the designation dean of Oxford College is used, it is understood to include any duly appointed delegate of the dean of Oxford College.
- b. Wherever the designation dean for campus life is used, it is understood to include any duly appointed delegate of the dean for campus life.
- c. The term student as used in this code means any person who is currently enrolled in Oxford College or was so enrolled at the time of the alleged misconduct. At the discretion of the dean of Oxford College, the term may be extended to mean (1) a person not currently enrolled who was enrolled in the fall or spring term preceding, or (2) a person who, while not currently enrolled, has been enrolled in Oxford College and may reasonably be expected to seek enrollment at a future date, or (3) a person who has been accepted for admission to Oxford College and may reasonably be expected to enroll by virtue of his or her participation in the orientation program for new students.
- d. The term campus includes all property owned, leased, or used by Emory University.
- e. A student charged with misconduct may seek advice from an Oxford College faculty member or staff member, and may have this person present at any hearings on the matter. This person is hereafter referred to as the adviser. In cases of doubt, the faculty chairperson of the Conduct Board will rule on whether a prospective adviser meets one of the above criteria.
- f. The Conduct Board is the judicial body empowered to hear cases of student misconduct and to set sanctions.
- g. The conduct investigator will be a staff member appointed by the dean for campus life to investigate all matters pertaining to an individual case. The conduct investigator also may hear cases and set sanctions when the accused student admits guilt.
- h. A Personal Performance Record is established for a student when the Oxford Conduct Board, conduct investigator, or the dean of Oxford College imposes on

the student a penalty that results in a written record entry. This personal performance record is maintained by the dean for campus life and is available to the administrative officials of the University, to the student at his or her request, and to others only in accordance with the University's policy on student records.

- i. Notice to Attend is a written notice from the Conduct Board to an Oxford student that he or she is required to attend and testify at a conduct hearing.

VIII. Disciplinary Actions

Disciplinary actions that may be taken include, but are not limited to:

Warning. The student will be warned that he or she has violated the Oxford College Student Conduct Code and that subsequent misconduct may lead to a more severe penalty. No entry of this record will be made in the student's personal performance record, but it may be presented in a subsequent disciplinary case.

Reprimand. The student will be given formal written notice that he or she has violated the Oxford College Student Conduct Code and that future misconduct may lead to a more severe penalty. The reprimand will remain on the student's Personal Performance Record until a future date set by the Conduct Board or conduct investigator.

Conduct Probation. The student will be given formal written notice that his or her behavior has raised serious doubts about his or her ability to conduct himself or herself in a manner acceptable to the Oxford College community. The student will have probationary status until a future date set by the Conduct Board or conduct investigator to determine his or her suitability to remain as a student. In cases involving serious behavior and/or repeated offenses, a decision will be made to either include a permanent notation on the student's Personal Performance Record indicating a sanction of conduct probation or remove the notation at the expiration of the probationary period.

Suspension-Limited. The student will be informed in writing by the dean for campus life that he/she will be denied certain campus privileges for a stated period of time. These privileges may include, but are not limited to, class attendance, parking on campus, participation in extracurricular activities, and access to specified institutional facilities. Students who are denied access to the campus while suspended may forfeit all academic credit and not receive any refund of tuition or fees due for the term if he/she is suspended. If the student re-enrolls following suspension, he/she will be placed on conduct probation for the remainder of his or her time at Oxford. Academic credits earned at other institutions during the period of suspension may not be transferred to Oxford College for credit toward graduation requirements.

Suspension-Immediate. The student may be required to leave the campus immediately if, in the opinion of the dean of Oxford College, the student's presence on the campus would be detrimental to the institution. Suspension without a hearing will continue until the disciplinary process is completed. Reasonable efforts will be made to schedule and complete the disciplinary process as promptly as possible.

Dismissal. The accused student will be given formal notice in writing by the dean of campus life that his/her behavior has been such that he or she is to be dismissed from the college. The dean of campus life will specify either immediate dismissal or dismissal at the end of the semester. The student will be told when he

or she may reapply for admission and the procedure to be followed in making such reapplication. On the date that a student's dismissal becomes effective, the student will be required to leave the campus promptly and remain off of the campus during the period of the dismissal. The student will forfeit all academic credit and will not receive any refund of tuition or fees due for the term if he/she is dismissed before the conclusion of the term. If the student is readmitted following dismissal, he/she will be placed on conduct probation for the remainder of his or her enrollment at Oxford. Academic credits earned at other institutions during the period of dismissal may not be transferred to Oxford College for credit toward graduation requirements.

Expulsion. The accused student is permanently dismissed without recourse to apply for readmission. The student will forfeit all academic credit and will not receive any refund of tuition or fees due for the term during which he/she was expelled.

Restitution. The student will be required to reimburse the college or a member of the college community for expenses resulting from misconduct. This may take the form of appropriate service or other compensation, including monetary compensation.

Service to the College. The student will perform service to the college. The Conduct Board or conduct investigator will determine the appropriate nature of this service and the appropriate duration.

Personal Performance Record. The following sanctions will automatically be documented in the student's Personal Performance Record:

1. Expulsion
2. Dismissal
3. Suspension
4. Conduct Probation in cases involving serious behavior and/or repeated offenses, where a decision is made to include a permanent notation on the student's Personal Performance Record.
5. Reprimand (expunged from the student's Personal Performance Record at a future date set by the Conduct Board or conduct investigator.)

When a student is subjected to any of the actions indicated above, a record of the case will be retained by the dean for campus life. If the student is subsequently found responsible for any violation of the Conduct Code, a record of all previous disciplinary findings of "responsible" for any violation will be provided to the conduct investigator or the Conduct Board. The previous record will be considered in deciding the proper disciplinary action to be taken.

Students subjected to the disciplinary actions of conduct probation, suspension, or dismissal may be ineligible for scholarships and other forms of financial aid administered by the University.

IX. Jurisdiction

The dean and faculty of Oxford College have such authority in matters of student conduct as is set forth, in University documents including the by laws of the University.

Honor Code (abridged)

January 1982

(Revised August 19, 1991)

(Revised April 21, 1992)

Preamble

The responsibility for maintaining standards of unimpeachable honesty in all academic work and in campus judicial proceedings falls upon every individual in Oxford College of Emory University. The Honor Code is based on the fundamental expectation that every person in Oxford College will conduct his or her life according to the dictates of the Honor Code and will refuse to tolerate actions in others that violate the Honor Code.

Article 1: Academic Misconduct

Academic misconduct is an offense generally defined as any action or failure to act that is contrary to the integrity and honesty of members of the academic community.

A. Such offenses include, but are not limited to, the following:

1. Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized.
2. Plagiarizing.
3. Seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination.
4. Intentionally misshelving, damaging, or removing library materials without authorization.
5. Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.
6. Intentionally giving false evidence in any Honor Council or Conduct Board hearing or refusing to give evidence when requested by the Honor Council.
7. Intentionally giving unauthorized information regarding hearings of the Oxford College Conduct Board or Honor Council.
8. Violating any duties prescribed by this code.

B. A duty of confidentiality is implicit in the honor system. It is academic misconduct under this code for a member of the Honor Council, a student witness, or any student (other than the accused) who has obtained knowledge of an Honor Council proceeding, past or present, to breach this confidentiality. Nothing in this paragraph shall restrict communications to officials of the college where knowledge is necessary to the performance of the officials' duties, nor shall it restrict disclosure required by law.

C. Harassment of witnesses or anyone involved in an Honor Council hearing before, during, or after the hearing constitutes academic misconduct.

**Article 2: Honor Pledge and Obligations**

- A. A student's signature on a paper or test submitted for credit shall indicate he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others.
- B. Each student at Oxford College of Emory University agrees to abide by the honor pledge and takes upon himself or herself the responsibility of upholding the Honor Code; each student is urged to inquire of the Honor Council about any doubtful case at any time throughout the year.

Article 3: Reporting Cases

It is the responsibility of every member of the faculty, administration, and student body to support the honor system. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report the suspected breach to a member of the Honor Council or to the Dean.

Article 5: Procedure

Refusal of a witness to testify shall constitute academic misconduct under this code.

Harassment of witnesses shall constitute misconduct under this code. The following sanctions may be imposed:

1. Honor Council probation for one year; the penalty is automatic on conviction, and the student shall be given formal notice in writing that any further violation shall be sufficient cause for further disciplinary action.
2. F in the work involved, with prior consent of the professor.
3. F in the course on the student's permanent transcript, with prior consent of the professor.

4. Honor Council suspension (specifying the period of suspension).
5. Honor Council dismissal; all courses in process shall receive a grade of *W* except any course for which an *F* is recorded under (3) above.
6. Honor Council expulsion.
7. Such combination of sanctions or other sanction that may be appropriate.

Article 7: Honor Council

There shall be a body known as the Honor Council which shall be charged with two duties:

- A. To sponsor an effective educational campaign among students for highest academic and judicial integrity at Oxford College and to promote a clear understanding throughout the college community of the issues involved in the Honor Code; and
- B. To hear all cases reported to it of breach of honor by students. The duty of the Council shall be to determine guilt of innocence and to make recommendations to the Dean.

Article 8: Membership

The Honor Council shall consist of fourteen (14) persons—a chair, a secretary (non-voting members), four (4) student members, two (2) student alternates, three (3) faculty members and three (3) faculty alternates.

The findings and recommendations of the Honor Council shall be transmitted to the dean promptly in a concise written report. After receipt of the report, the student shall be promptly notified in writing of the dean's decision and any sanctions imposed. The dean may reject a finding of guilt (but not one of acquittal), modify the severity of the recommended sanctions, or require the Honor Council to hold a new hearing.

Plagiarism

The Use of Sources in Writing Research Papers*

A writer's facts, ideas, and phraseology should be regarded as his or her property. *Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism.* Information may be put into a paper without a footnote or some other kind of documentation only if it meets all of the following conditions:

- *It may be found in several books on the subject;*
- *It is written entirely in the words of the student;*
- *It is not paraphrased from any particular source;*
- *It therefore belongs to common knowledge.*



Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea. Of course, methods of documentation vary, and it is possible to cite the source in the text itself rather than a footnote. The point is that the student should give credit in a manner specified by the instructor or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. "In paraphrasing you are expressing the ideas of another writer in your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns and merely substitute synonyms for the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably, it should be briefer than the source."[†]

Any direct quotation should be footnoted (or documented in any acceptable fashion). Even when a student uses only one unusual or key word from a passage, that word should be quoted. If a brief phrase that is common, or somewhat common, is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given either in a footnote or in some other prescribed manner.

It is of course the prerogative of the instructor to prescribe that no secondary sources may be used for particular papers. A student who uses a secondary source must remember that the very act of looking up a book or article should be considered a pledge that the student will use the material according to the principles stated above.

Emory University policy statement on Discriminatory Harassment

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran's status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the University.

Discriminatory harassment includes conduct (oral, written, graphic, or physical) directed against any person or group of persons because of their race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran's status that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for that person or group of persons. Such conduct includes, but is not limited to, objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm.

In addition, sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program, or activity.
- Submission to or rejection of such conduct by an employee or student is used as the basis for employment or academic decisions affecting that employee or student.
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

All University vice presidents, deans, and division and department chairs should take appropriate steps to disseminate this policy statement and to inform employees and students of procedures for lodging complaints. All members of the student body, faculty, and staff are expected to assist in implementing this policy.

The scholarly, educational, or artistic content of any written, oral, or other presentation or inquiry shall not be limited by this policy. It is the intent of this paragraph that academic freedom be allowed to all members of the academic community. Accordingly, this provision shall be liberally construed but shall not be used as a pretext for violation of this policy.

Any student or employee with a complaint of discriminatory harassment should contact the associate vice president for Equal Opportunity Programs to obtain information on the procedure for handling such complaints. Any questions regarding either this policy statement or a specific fact situation should be addressed to the Emory University Office of Equal Opportunity Programs.

University-Student Relationships

The Board of Trustees of Emory University has adopted a statement of policy dealing with University-student relationships. A digest of that policy follows:

1. Emory University was founded on Christian principles by the Methodist church and proudly continues its church relationship as an agency dedicated to seeking and imparting truth.
2. Emory University admits qualified students of any sex, sexual orientation, race, color, national origin, age, religion, disability, or veteran's status to all of the rights, privileges, programs, and activities generally accorded or made available to students at Emory University; it does not discriminate on the basis of sex, sexual orientation, age, race, color, national origin, religion, disability, or veteran's status in administering its educational policies, admission policies, scholarship and loan programs, athletic programs, and other programs administered by Emory University.
3. Attendance at Emory University is a privilege and not a right; however, no student will be dismissed except in accordance with prescribed procedures; students applying for admission do so voluntarily and are free to withdraw, subject to compliance with the regulations of their schools or colleges governing withdrawal and to the fulfillment of their financial obligations to the University.
4. Upon matriculation at Emory, each student agrees to be bound by the rules, policies, procedures, and administrative regulations as they exist at the time of admission and as they may be changed by duly constituted authority.
5. By enrolling as a student at Emory University, a person acquires the right to pursue the course of study to which he or she is admitted and to be treated with the dignity appropriate to an adult person in all matters relating to the University; in the same spirit, the student shall comply with the rules and regulations of Emory University.
6. Students are provided the opportunity to participate in the development of rules and procedures pertaining to University affairs to the extent that such participation and the results thereof, as determined by the Board of Trustees or its designated agent, are consistent with orderly processes and with the policies and administrative responsibilities of the Board of Trustees and the administration.
7. The University expects students to conduct themselves with dignity, courtesy, responsibility, and integrity, and with due respect for the rights of others, realizing that sobriety and morality are not only characteristics of a mature and responsible person but are also essential to the maintenance of a free and orderly society.
8. Membership in and rules governing admission to student organizations shall be determined by the organizations themselves, and such rules shall not be required to be uniform as long as these rules do not contravene any policy established by the Board of Trustees.

Emory University is an educational institution, not a vehicle for political or social action. It endorses the right of dissent and protects and encourages reasonable exercise of this right by individuals within the University. Because the right of dissent is subject to abuse, the Board of Trustees and the president have published a statement to clarify policy concerning such abuse. A digest of that statement follows:



1. Individuals associated with Emory represent a variety of viewpoints; the University fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.
2. Dissent, to be acceptable, must be orderly and peaceful and must represent constructive alternatives reasonably presented.
3. Coercion, threats, demands, obscenity, vulgarity, obstructionism, and violence are not acceptable.
4. Demonstrations, marches, sit-ins, or noisy protests that are designed to or that do disrupt normal institutional pursuits are not permitted.
5. Classes and routine operations will not be suspended except for reasonable cause as determined by the president.
6. Administrators, faculty, staff, and students are expected to abide by these standards of conduct in promoting their views, particularly dissent.
7. Persons who oppose these policies should not become associated with Emory nor continue to be associated with Emory.
8. Academic and administrative procedures protect individuals in the right of free expression and provide for prompt and appropriate action against those who abuse such right.

Trustees, Administration, and Faculty

Trustees of the University

Ben F. Johnson III, Chair
G. Lindsey Davis, Vice Chair
Laura J. Hardman, Secretary

Trustees

J. David Allen
Kathelen Amos
Facundo L. Bacardi
Ellen A. Bailey
Thomas D. Bell Jr.
Arthur M. Blank
Henry L. Bowden Jr
Susan A. Cahoon
Walter M. Deriso Jr.
James L. Ferman Jr
Russell R. French
James R. Gavin III
John T. Glover
Robert C. Goddard III
C. Rob Henrikson
M. Douglas Ivester
Charles Jenkins Jr.
Ruth J. Katz
Muhtar Kent
Jonathan H. Layne
John F. Morgan
George D. Overend
J. Neal Purcell
Wendell S. Reilly
John G. Rice
Rick M. Rieder
Teresa M. Rivero
Katherine T. Rohrer
Gary W. Rollins
Diane W. Savage
Jeffrey H. Schwartz
Leah Ward Sears
Lynn H. Stahl
James E. Swanson Sr.
Chilton D. Varnier
William C. Warren IV
Mike Watson
William H. Willimon

Principal Administrators of Emory University

James W. Wagner
President of the University

Earl Lewis
*Executive Vice President
for Academic Affairs and Provost*

Michael J. Mandl
*Executive Vice President for
Finance and Administration*

Fred Sanfilippo
*Executive Vice President for Health
Affairs and CEO of the Robert W.
Woodruff Health Sciences Center*

Kent B. Alexander
*Senior Vice President
and General Counsel*

John L. Ford
Senior Vice President for Campus Life

Susan Cruse
*Senior Vice President for
Development and Alumni Relations*

Rosemary M. Magee
*Vice President and
Secretary of the University*

Gary Hauk
*Vice President and
Deputy to the President*

Ron Sauder
*Vice President for Communications
and Marketing*

Principal Administrators of Oxford College

Stephen H. Bowen
Dean of the College

Kent B. Linville
*Dean of Academic Affairs
and Chief Academic Officer*

Myra L. Frady
*Dean for Resource Planning
and Chief Financial Officer*

Joseph C. Moon
Dean, Campus Life

Mary Kathryn McNeill
Associate Dean and College Librarian

Jennifer B. Taylor
Associate Dean of Enrollment Services

Kenneth L. Anderson
Associate Dean of Academic Affairs

R. Kevin Smyrl
*Assistant Dean and Director of
Development and Alumni Relations*

Executive Committee

Mayo Woodward 90X
Immediate Past Chair
Birmingham, Alabama

Zoe M. Hicks 630X
Chair, Atlanta, GA

Kim Wilder-Dyer 780X 80C 83M
Secretary, Marietta, GA

Arthur Vinson
Chair-elect, Atlanta, GA

Board of Counselors

The Board of Counselors for Oxford College of Emory University had its original meeting on June 4, 1971. The purpose of this group of alumni and friends is "to receive information about the college and to consult with the dean and other officers. The board is asked to help interpret the program and objectives of Oxford College, to assist with fund-raising for the college's priority projects, to bring to the officers of the college a reflection of opinions that will help guide the college, and to share ideas concerning resources development for the college. The overall objective is to improve and increase the service of Oxford College."

Members

J. Max Austin Jr. 610X
Birmingham, AL
Rev. Cindy Autry
Carrollton, GA
Ellen A. Bailey
Decatur, GA
Joe L. Bartenfeld 640X
Atlanta, GA
Clifford A. Bell 460X
Sandersville, GA
Anne Bigelow 740X
Atlanta, GA
Russell W. Boozer 750X
Dunwoody, GA
Lynne Borsak 810X
Atlanta, GA
Robert E. Chappell Jr. 560X,
Griffin, GA
R. Haynes Chidsey 880X
Denver, Colorado
Albert E. Clarke 550X
Atlanta, GA
Pierce L. Cline 470X
Social Circle, GA
Cheryl Fisher Custer 810X
Conyers, GA
William T. Daniel Jr. 730X
Savannah, GA

107 | Trustees, Administration, and Faculty

Cord D. Dannen 010X

Alexandria, VA

William Michael Dennis 670X

Longwood, FL

Robert Trulock Dickson 720X

Kinston, N.C

Denny M. Dobbs 650X

Covington, GA

Jonathan E. Eady 840X

Oxford, GA

Carroll E. Eddleman 700X

Hoschton, GA

J. Joseph Edwards 540X

Barnesville, GA

Arthur F. Evans 680X

Oviedo, Florida

John Fountain 730X

Conyers, GA

R. Dean Fowler 550X

Steinhatchee, Florida

Robert R. Fowler III

Oxford, GA

J. Milton Gillespie 590X

Sky Valley, GA

Kevin A. Gooch 990X

Atlanta, GA

Dana Greene 71PhD

Atlanta, GA

Judy Greer

Oxford, GA

Susan Atkinson Gregory 770X 79C

Nashville, GA

William J. Hardman Jr. 520X,

Athens, GA

W. Marvin Hardy III 610X,

Orlando, Florida

Kipling Hart 940X

Lyons, GA

Zoe M. Hicks 630X

Atlanta, GA

Norman G. Houston III 620X

Nashville, GA

Bruce K. Howard 850X 88C

LaGrange, GA

William H. Hurdle Sr. 490X

Macon, GA

Horace J. Johnson Jr. 770X

Covington, GA

Helen Fogle Jones 640X

Calhoun, GA

William R. Kitchens 630X

Augusta, GA

Diane Allgood Kirby 670X

Covington, GA

B. David Ladner 840X

Atlanta, GA

Wallace C. Lail 590X

Duluth, GA

Bert Lance

Calhoun, GA

William E. Lineberry 700X

College Park, GA

Andrew D. Macdonald 840X

Washington, D.C.

Reid Mallard 840X

Decatur, GA

Henry A. Mann 620X

Atlanta, GA

Milestt Mason 670X

Duluth, GA

H. Dean Minor 380X

Decatur, GA

Alexander G. Morehouse 63C

Mansfield, GA

William H. Murdy

Oxford, GA

Ralph Murphy

Social Circle, GA

William B. Nipper Jr. 690X

Jacksonville, Florida

Carol K. Norton 650X

St. Simon Island, GA

William L. Norton Jr. 420X

Gainesville, GA

Tommy L. Owens 590X

Atlanta, GA

Fred L. Palmer 520X

Smyrna, GA

Rakhhee Vora Parikh 990X

Atlanta, GA

Robert G. Pennington 740X

Gainesville, GA

Eric Pike 88OX
Lewisville, N.C.

J. McDowell Platt 74OX
Atlanta, GA

Eugene M. Rackley, III 55OX
Sea Island, GA

B. Dan Ragsdale 59OX
Oxford, GA

Gilbert L. Ramsey 46OX,
Columbus, GA

Ralph M. Reeves 59OX,
Reading, Pennsylvania

Vann Roberts 59OX
Dalton, GA

John W. Robitscher 81OX
Atlanta, GA

J. Mark Shelnett 83OX 85C 88L
Columbus, GA

Kyle D. Smith Jr. 59OX
Calhoun, GA

Hugh M. Tarbutton 52OX
Sandersville, GA

Andrew W. Tatnall 76OX
Marietta, GA

Hugh M. Tarbutton Jr. 84OX
Atlanta, GA

John L. Temple
Stone Mountain, GA

Ina L. Thompson 61OX
LaJolla, California

Linwood Thompson 57OX
Griffin, GA

Robert Thornton 62OX
Winter Park, FL

Arthur Vinson 66OX
Atlanta, GA

Mitch Waters 81OX
Atlanta, GA

Kim Wilder-Dyer 78OX
Marietta, GA

Mayo Woodward 90OX
Birmingham, AL

George L. Zorn Jr. 62OX
Birmingham, AL

Oxford College Alumni Association

The purpose of the Oxford College Alumni Association (Alumni Board) is to support and promote educational excellence at Oxford College by creating and sustaining a mechanism through which Oxford College can communicate regularly with and serve its alumni, as well as a means through which alumni may communicate with and serve Oxford College.

The association is made up of class agents who are the Alumni Board representatives for their Oxford graduation year. They are asked to inform and educate their classmates about Oxford, to provide information about Oxford's ongoing activities and future plans, and to support Oxford's fundraising efforts. Oxford class agents choose to volunteer, serve, and act as stewards for Oxford College and the University. Without their help, we could not educate, inform, and build relationships with Oxford alumni.

Kipling Hart
President

Barbara Rivers
President Elect

Members

Erin Aino 96OX 98C
Atlanta, GA

Emily Ann Margaret Allen 06OX 08C
Atlanta, GA

Chris Arrendale 99OX 01C
Marietta, GA

Jane Atkinson 65OX 67N
Covington, GA

James H. (Jim) Bailey 67OX 69C
Decatur, GA

Shaheen Pyarali Bandiali 07OX 09C
Atlanta, GA

Chelsea L. (Joe) Bartenfeld 64OX 66C
Atlanta, GA

James (Jim) W. Bell 69OX 71B
Alpharetta, GA

Andrew Billing 03OX 05C
Atlanta, GA

Mary Bower 78O X, 80C 84 N
Atlanta, GA

Warren I. Brook 70OX 72B, *Secretary*
Atlanta, GA

Denise Schoerner Bunch 72OX
Atlanta, GA

Keith Burns 99OX 01B
Atlanta, GA

J. David Burroughs 68OX 70C
Gainesville, GA

Joseph (Joe) W. Cahoon 63OX 65C
Atlanta, GA

Tammy Camfield 89OX 91C
Covington, GA

Mubina Ceasar 05OX 07C
Louisville, KY

Whitney Nicole Chupp 03OX 05C
Conyers, GA

Julie Schwiertert Collazo 97OX 99C
New York, NY

Jennifer L. Crabb 98OX 00C, Treasurer
Decatur, GA

Scott Chamberlain Cunningham 00OX 02C
Washington, DC

Susan Daniel 66OX 68C
Rome, GA

Ashley Thomason Davis 98OX 00C
Sugar Hill, GA

Mellie Carson Davis 58OX
Covington, GA

Antonio (Tony) DelCampo 89OX 91C
Dunwoody, GA

Vanessa Dooley 09OX 11C
Conyers, GA

Elizabeth Smith Elger 99OX 01C
Demorest, GA

Donte Flanagan 04OX 06N
Birmingham, AL

Santana Flanigan 99OX 01C
McDonough, GA

Meriss Folmar 82O X
Marietta, GA

- John Girardeau 63OX 65C 67L
Gainesville, GA
- Brian Green 01OX 03C 10L 11T
Decatur, GA
- Gerald A. Griggs 98OX 00C
Hiram, GA
- Eric George Hagen 04OX 06B
Atlanta, GA
- Sharon L. Hall 73OX
Dunwoody, GA
- Kipling (Kip) Hart 94OX 96C, President
Lyons, GA
- Elizabeth (Betsy) Holter Head 66OX 68C
Covington, GA
- Nafela Hojeij 10 OX
Tyrone, GA
- Jennifer E. Hogan 95OX 97C
Avondale Estates, GA
- Rhiannon L. Hubert 05OX 07C
Atlanta, GA
- Holly McIntosh Hykes 01OX
Columbus, OH
- Joe Hyman 07OX 09C
Decatur GA
- S. Lark Ingram 73OX 75C
Smyrna, GA
- Paul P. Jackson 82OX 84B
Tucker, GA
- Samuel Jackson 98OX 00C
Stone Mountain, GA
- Joel Chandler Jenkins 78OX
Athens, GA
- Steven (Steve) Kapp 87OX 89C
Covington, GA
- Kay Kenimer 67OX
Atlanta, GA
- Jamie Maxwell Ketner 86OX
Hampton, GA
- Jennifer Burnham Knight 85OX 87C
Atlanta, GA
- Mary Glenn Landt-Costley 82OX 84C
Decatur, GA
- Christopher (Chris) M. Launer 77OX 79C
Woodstock, GA
- James (Jim) W. Lay 54OX
Calhoun, GA
- Joseph (Edd) Lowe 71OX
Athens, GA
- Lindsey Mason Reynolds 06OX 07C
Atlanta, GA
- Timothy Lee Mason 86OX 88C
Fayetteville, GA
- Stephanie O. Mason 86OX 88N
Fayetteville, GA
- Manoj P. Menon 90OX 92C
Atlanta, GA
- H. Dean Minor 38OX 40C
Decatur, GA
- Maddie Monahan Mittelhammer
84OX 86C
Decatur, GA
- Libby Millsap Mixon 880 90B
Atlanta, GA
- Steven Mixon 870X 89C
Atlanta, GA
- Lauren Mock Brock 02OX 04C
Leesburg, GA
- Julie Nelson 95OX 96C
Atlanta, GA
- Raj Nichani 95OX 97C
Atlanta, GA
- Hoyt Oliver 5400X 56C
Oxford, GA
- Reyno B. Petree 75OX 77C
Decatur, GA
- Cathy Rood Philips 83OX 85C
Warner Robins, GA
- Christopher (Chris) N. Pomar 88OX 90C
Atlanta, GA
- B. Dan Ragsdale 59OX
Oxford, GA
- Katherine (Kathy) Diane Reed 79OX 81C
Atlanta, GA
- Gail Reid 91OX 93C
Covington, GA
- Austin Reynolds 07OX 09C
Atlanta, GA
- Marlon Rhine 06OX 08C
Lilburn, GA
- Melody Rhine 07OX 09C
Lilburn, GA

Barbara Carter Rivers 65OX,
President Elect
Covington, GA

Ryan Burns Roche 03OX 05C
Decatur, GA

Kenneth (Ken) C. Royston 65OX 67C 70L
Covington, GA

Joe Scherberger 74OX
Marietta, GA

James (Jim) Scott 76OX 78C
Savannah, GA

Louis Dubois Simmons 99OX,01C
Atlanta, GA

C. (Mac) McLaurin Sitton 81OX 89L
Decatur, GA

Kelly Standridge 93OX 95C
Cumming, GA

Akissi Stokes 92OX 94C
Lithonia, GA

Daniel Claiborne (Clay) Stone 80OX 82C
Atlanta, GA

Andrew Lee Tam 90OX 92C
Gainesville, GA

Betty Tezera 10OX
Marietta, GA

Kim Ann Tyson 02OX 04B
Atlanta, GA

Scott A. Walton 89OX 91C
Birmingham, AL

Casson Wen 08OX 10C
Richmond, TX

Jack D. Wissner 69OX 71C
Atlanta, GA

John Wozniak 00OX02B
Atlanta, GA

Amy Yie 09OX 11C
Longmont, CO

Paula Zwillich 08OX 10C
Dallas, GA

Faculty

Kenneth L. Anderson

Associate Dean of Academic Affairs,
Professor of Philosophy. BA, Bucknell
University, 1982; MA, Emory University,
1989, PhD, 1991.

Maria A. Archetto

Associate Professor of Music. BS, Rhode
Island College, 1974; MA, Eastman School
of Music, University of Rochester, 1979,
PhD, 1991.

Susan Youngblood Ashmore

Associate Professor of History. BA,
University of Texas at Austin, 1983; MA,
University of Virginia, 1989; PhD, Auburn
University, 1999.

Evelyn C. Bailey

Associate Professor of Mathematics. BA,
Emory University, 1970, MAT, 1973; EdS,
Georgia State University, 1975, PhD, 1978.

Steven C. Baker

Professor of Biology. BS, Tennessee Tech
University, 1980, MS, 1983; PhD, Southern
Illinois University, 1990.

Daniel A. Barber

Assistant Professor of Art and Art History.
BS, Illinois State University, 1985; MFA,
University of Illinois at Chicago, 1989.

Henry C. Bayerle

Assistant Professor of Latin. BA, Brown
University, 1989; MA, Indiana University,
1992; PhD, Harvard University, 2004.

Stacy A. Bell

Lecturer in English. BA, Warren Wilson
College, 1991; MS, Georgia State Universi-
ty, 1994.

Stephen H. Bowen

Dean of the College and William R. Kenan
Professor of Biology. BA, DePauw
University, 1971; MA, Indiana University,
1973; PhD, Rhodes University,
Grahamstown, South Africa, 1976.

Lucas Carpenter

Charles Howard Candler Professor of English. BS, College of Charleston, 1968; MA, University of North Carolina at Chapel Hill, 1973; PhD, State University of New York at Stony Brook, 1982.

Kenneth E. Carter

Associate Professor of Psychology. BA, Emory University, 1989; MA, University of Michigan, 1990, PhD, 1993; MS, Fairleigh Dickinson University, 2007.

M. Eloise Brown Carter

Professor of Biology. AB, Wesleyan College, 1972; MS, Emory University, 1978, PhD, 1983.

Fang Chen

Associate Professor of Mathematics. BA, Bryn Mawr College, 1994; MS, Yale University, 1998, PhD, 2000.

William B. Cody

Professor of Political Science. AB, University of Georgia, 1971, MA, 1973; PhD, New School for Social Research, 1980; JD, University of Georgia, 1986.

Ricardo Conceicao

Assistant Professor of Mathematics. Bachelors degree, State University of Feira de Santana, Brazil, 2000; MS, Federal University of Pernambuco, Brazil, 2003; PhD, University of Texas at Austin, 2009.

Camille Cottrell

Associate Professor of Art History. BFA, University of South Carolina, 1978, MA, 1980; PhD, University of Georgia, 2002.

Maria E. Davis

Lecturer in Spanish
BA, University of Salamanca, 1997; MA, 2002; PhD, 2002.

Kelly P. DelCampo

Assistant Professor of Spanish.
BA, Barry University, 1988; PhD, Emory University, 1995.

Gayle Doherty

Associate Professor of Physical Education and Dance. BS, Florida State University, 1978, MFA, 1984.

Jack E. Eichler

Assistant Professor of Chemistry
BA, University of North Carolina, Chapel Hill, 1997; PhD, Georgia Institute of Technology, 2004.

Penelope England

Professor of Physical Education and Dance. BSEd, University of Georgia, 1966, MSEd, 1969; PhD, Louisiana State University, 1983.

Myra Frady

Dean for Resource Planning and Chief Financial Officer; Senior Lecturer in Mathematics. BS, Georgia State University, 1983, MS, 1988.

Jeffrey A. Galle

Director of the Center for Academic Excellence and Associate Professor of Humanities. BA, Louisiana Tech University, 1977; MA, 1979; PhD, Louisiana State University, 1991.

David B. Gowler

The Dr. Lovick Pierce and Bishop George F. Pierce Professor of Religion; Director, The Pierce Institute for Leadership and Community Engagement; Professor, The Center of Ethics (Emory University). BA, University of Illinois, 1981; MDiv, Southern Seminary, 1985, PhD, 1989.

Brenda Bacon Harmon

Senior Lecturer in Chemistry. BA, University of Houston-Clear Lake, 1992; MA, Rice University, 1996.

Stephen W. Henderson

Professor of Geology. BS, Indiana University, 1970, AM, 1974; PhD, University of Georgia, 1984.

Adriane L. Ivey

Associate Professor of English. BA, Presbyterian College, 1992; MA, Clemson University, 1995; PhD, University of Oregon, 2000.

Nitya P. Jacob

Associate Professor of Biology. BA, Agnes Scott College, 1995; PhD, The Ohio State University, 2000.

John Kress

Assistant Professor of Philosophy. BA, Eckerd College, 1991; MA, Vanderbilt University, 1995, PhD, 1998.

David W. Leinweber

Associate Professor of History. BA, Spring Arbor College, 1987; MA, Michigan State University, 1989, PhD, 1992.

Clark W. Lemons

Professor of English. BA, Oklahoma City University, 1969; MDiv, Union Theological Seminary, 1972; MA, Emory University, 1974, PhD, 1978; MA, St. John's College, 1998.

Sharon A. Lewis

Professor of Psychology. BA, St. Mary's College, 1976; MS, University of Georgia, 1981, PhD, 1985.

Kent B. Linville

Dean of Academic Affairs; Chief Academic Officer; Professor of Philosophy. BA, California State University-Northridge, 1967; PhD, University of California-Santa Barbara, 1972.

Christine Loflin

Associate Professor of English. BA, Bryn Mawr College, 1981; MA, University of Wisconsin at Madison, 1984, PhD, 1989.

Frank L. Maddox

Associate Professor of Economics. BS, Georgia Southern University, 1978; MS, University of Georgia, 1981; PhD, Georgia State University, 1992.

Michael M. McQuaide

Professor of Sociology. BA, Florida State University, 1973; MA, Pennsylvania State University, 1976, PhD, 1979.

William D. Moore

Lecturer in Theater Studies. BS, University of Illinois, Urbana, 1973; MS, Southern Illinois University, 1975.

Eve Mullen

Assistant Professor of Religion BA, Washington and Lee University, 1990; MTh, Harvard University, 1992; MA, Temple University, 1996, PhD, 1999.

Jasminka Ninkovic

Assistant Professor of Economics. BS, University of Belgrade, 1982; MS, 1993; PhD, Emory University, 2007.

Delia Nisbet

Associate Professor of German. MA, Georgia State University, 1987; PhD, Emory University, 1992.

Paul C. Oser

Lecturer in Mathematics and Director, Mathematics Support Center. BS, Georgia Institute of Technology, 1993; MS, Akron University, 1996.

Patricia L. Owen-Smith

Professor of Psychology. AB, University of Georgia, 1969, MA, 1970; PhD, Georgia State University, 1985.

Lloyd R. Parker Jr.

Associate Professor of Chemistry. BA, Berry College, 1972; MS, Emory University, 1974; PhD, University of Houston, 1978.

Amanda R. Pendleton

Assistant Professor of Biology. BS, Brigham Young University, 1999; PhD, The Johns Hopkins University, 2006.

Florian Pohl

Assistant Professor of Religion. MA, Temple University, 1998; PhD, 2007. Diplom Theologe, Universität Hamburg, Hamburg, Germany, 2001.

Nicole L. Powell

Assistant Professor of Chemistry. BSc, University of the West Indies, Jamaica, West Indies, 1995; PhD, Georgia State University, 2003.

Susan B. Riner

Senior Lecturer in Mathematics. BA, Georgia State University, 1971, MAT, 1973.

Michael K. Rogers

Associate Professor of Mathematics. BA, Reed College, 1985; MA, Columbia University, 1986, MPhil, PhD, 1991.

Reza Saadein

Associate Professor of Chemistry. BS, University of Shiraz, 1976, MS, 1978; PhD, Syracuse University, 1984.

Gretchen E. Schulz

Professor of Humanities. BA, Wellesley College, 1964; MA, University of Wisconsin, 1965, PhD, 1975.

Effrosyni Seitaridou

Assistant Professor of Physics. BA, Smith College, 2002; BE, Dartmouth College, 2002; MS, California Institute of Technology, 2004, PhD, 2008.

William Shapiro

Professor of Political Science. BA, Brooklyn College, 1968; MA, Cornell University, 1973, PhD, 1978.

Valerie L. Singer

Assistant Professor of Anthropology. BA, University of Delaware, 1993; MA, Syracuse University, 1998, PhD, 2003.

Aaron J. Stutz

Assistant Professor of Anthropology. BA, Harvard University, 1993; MA, University of Michigan, 1999, PhD, 2002.

Liv Nilsson Stutz

Assistant Professor of Anthropology. Bachelors degree, Universite' de Toulouse, Le Mirail, France, 1995; Masters degree, Universite' Bordeaux I, France, 1996, DEA, 1997; Bachelors degree, Lund University, Sweden, 1997, PhD, 2004.

Jennifer Svienty

Visiting Assistant Professor in French. BA, University of Florida, 1996, MA 1999; PhD, Emory University, 2008.

Katherine Vigilante

Lecturer in Political Science. BA, Emory University, 1992, MA, 2002.

Theodosia R. Wade

Senior Lecturer in Biology. BS, Presbyterian College, 1976; MACT, Auburn University, 1980.

Guibao Yang

Associate Professor of Physical Education and Dance. BS, Beijing Institute of Physical Education, 1977; MS, Shenyang Physical Education Institute, 1983; MS, Florida State University, 1993, PhD, 1994.

Faculty Emeriti

Monica M. Ali

Professor of Chemistry. AB, Emmanuel College, 1963; MS, Georgetown University, 1968, PhD, 1971; BSRPh, University of Georgia, 1991.

Andrew L. Autry

Professor of Chemistry. BS, University of Georgia, 1956, MS, 1958.

Robert Edward Bailey

Professor of Mathematics. BS, Georgia Southern College, 1970; MEd, Armstrong-Savannah State College, 1975; MS, Georgia State University, 1980, PhD, 1982.

William E. Baird

Professor of Physics. BA, Emory University, 1969; MS, Georgia Institute of Technology, 1972, PhD, 1975, MS, 1983.

Dana Greene

Dean. BA, College of New Rochelle, 1963; MA, Northern Illinois University, 1967; PhD, Emory University, 1971.

Martha Judith Greer

Professor of Physical Education and Dance. AB, LaGrange College, 1957; MEd, Auburn University, 1961; EdD, University of Georgia, 1972.

John W. Gregory

Professor of Humanities. AB, Mercer University, 1938; MA, University of Georgia, 1947; EdS, George Peabody College, 1955.

William P. McKibben

Professor of Mathematics. BS, Georgia Institute of Technology, 1961, MS, 1963, PhD, 1973.

Matthew W. Morris

Professor of French. BA, University of Georgia, 1966, MA, 1972, PhD, 1977.

William H. Murdy

Dean and Professor of Biology
BS, University of Massachusetts, 1956;
PhD, Washington University, 1959.

Hoyt P. Oliver

Professor of Religion. BA, Emory University, 1956; STB, Boston University, 1962; PhD, Yale University, 1966.

Neil S. Penn

Professor of History. AB, West Virginia Wesleyan College, 1954; MA, Duke University, 1958; PhD, Emory, 1973.

Richard T. Shappell

Professor of Physical Education and Dance. BS, West Chester State College, 1964; MA, Ball State University, 1966; PhD, Florida State University, 1977.

Homer F. Sharp Jr.

Professor of Biology. BA, Emory University, 1959; MS, University of Georgia, 1962, PhD, 1970.

James M. Warburton

Professor of Spanish. AB, Middlebury College, 1962, MA, 1967; PhD, Emory University, 1973.

Staff

Stephanie Allen

Senior Accountant, Financial Services

Wendy Allen

Program Administrative Assistant,
Enrollment Services

Molly Jones Bachtel

Director, Student Health Center

Mary Barnes

Administrative Assistant, Development
and Alumni Relations

Regina Barrett

Administrative Assistant, Academic Services

Barbara Behanna

Receptionist, Student Center

Rachel Barrueta

Manager, Oxford Bookstore

Murat Bora

Oxford Dining Director, Sodexo

Jeffery Brooks

Police Officer

Jim Brown

Director, Academic Computing Technologies

Michael Browning

Senior Mechanic, Physical Plant

Rodger Brunson

Catering Manager, Oxford Dining, Sodexo

Joy Budensiek

Academic Department Administrator,
Math-Science

Todd Cain

Oxford Facilities Manager

Tammy Camfield

Director of Alumni Relations
and Annual Fund

Ann Cargile

Manager, Records and Registration, Oxford

Vanda Chou

Admission Advisor

Jacklyn Claborn

Receptionist, Student Center

Reta Cobb

Administrative Assistant to
Associate Dean for Campus Life

Debra Colbert

Program Administrative Assistant,
Financial Services

Sheilah Conner

Executive Administrative Assistant
to the Dean

Bonnie Cowan

Sr. Financial Aid Assistant

Steven Crisp

Financial Aid Advisor

Sue Dale

Manager, Human Resources

Kimberly David

Assistant Director, Student Development

Dulce Davis

Accountant, Financial services

John Dingfelder

Residence Life Corrdinator

Danielle Dockery

Special Event Assistant

Margaret Dugan

Director of Financial Services

Michael Edwards

Police Officer

Ikeda Evans

Administrative Assistant,
History and Social Science Division

117 | Trustees, Administration, and Faculty

Daphne Everhart

Assistant Director, Student Activities

Brandon Feldman

Director of Athletics and Head Tennis Coach

Mahbuba Ferdousi

Chief Information Officer

Karla Fields

Systems Administrator, Web Development

Amanda Fischer

Head Athletic Trainer

James Francois

Assistant Director, Residential Education and Services

Mark Griffin

Client Services Representative II, Information Technology

Lynn Harwell

Academic Coordinator,
Dean for Academic Affairs

Eugene Heard

Lead Groundskeeper, Physical Plant

Tony Heard

Building Mechanic, Physical Plant

Andrea Heisel

Associate College Librarian

Daniel Heisel

Senior Multimedia Specialist,
Information Technology

Melonie B. Hill

Staff Psychologist

Joe Hodgson

Supervisor, Building Residential Services

Diane Hood

Administrative Assistant, Physical Education and Athletics and Recreation

Faye Huckaby

Admission Assistant, Enrollment Services

Safiya Jetha

Admission Advisor

Bryant Johnson

Senior Maintenance Mechanic, Physical Plant

James Johnston

Driver, Campus Life

Dawn Jones

Admission Assistant, Enrollment Services

Marvlyn Kirk

Assistant Director of Development for College Relations

Susan Laird

Coordinator, Career Services

Caleb Lanford

Sr. Library Assistant

Daisy Latimore

Receptionist, Student Center

Monica Lemoine

Administrative Assistant, Residential Education and Services

Anyie J. Li

Assistant Program Coordinator, OIEE

Kelley Lips

Assistant Director, Admission

Janice Ly

Coordinator, Records and Registration, Oxford

Karen Martucci

Assistant Dean, Academic Services

Charlie Mathis

Trades worker, Physical Plant

Willie McClure

Trades worker, Physical Plant

Patsy McDonald

Receptionist, Gymnasium

Crystal McLaughlin

Director of Student Development

Honi Migdol

Director, Student Activities

Cynthia B. Millsaps

Coordinator, Special Events

Nicholas Missler

Admission Advisor

Alan Mitchell

Lead Maintenance Mechanic, Physical Plant

Jessica Morrison

Residence Life Coordinator

Carol Moser

Senior Human Resources Assistant

Mary Moser

Learning Commons Librarian

Gregory Moss Brown

Assistant Director, Athletics and Recreations
and Head Soccer Coach

Debora Mote

Receptionist, Student Center

Sherie Myers

Nurse Practitioner, Student Health

Ellen Neufeld

Program Coordinator, Library

Lyn Pace

Chaplain

Jennifer Patil

Associate Director, Financial Aid

Raghu Patil

Accountant, Financial Services

Andrea Plater

Administrative Assistant,
Faculty and Pierce Professor

Eric Porter

Driver, Campus Life

Rachael Powell

Administrative Coordinator, Resource
Planning and Chief Financial Officer

Ron Prince

Police Officer

Denise Radovich

Administrative Assistant, Enrollment
Services

Jeff Radovich

Lead Groundskeeper, Physical Plant

Satu Riutta

Institutional Research Associate

Jessica Robinson

Library Coordinator

Theresa Robinson

Business Operations Specialist

Sandra Schein

Director, Counseling and Career Services

Daniel Schmidt

Maintenance Mechanic

Charlene Sharp-Parker

Police Officer

Peter Sherrard

Assistant Athletics
Director, Facilities

Melissa Shrader

Administrative Assistant, Humanities

Linda Sikes

Receptionist, Counseling and
Student Health & Career Services

Jennifer Sirotkin

Program Coordinator, Library

Lewis Small

Desktop Consultant, Information Technology

Emily Smith

Receptionist, Enrollment Services

Rick Stubbs

Police Officer

Roderick Stubbs

Assistant Director, Athletics and Recreation
and Head Basketball Coach

Mark Swails

Digital Services Librarian

Seth Tepfer

Director, Administrative Computing and
Innovative Technologies

Stacey Stobaugh Towler

Assistant Director, Admission

Daniel Trammell

Business Analyst, Enrollment Services

Lynn Tucker

Chef, Oxford Dining, Sodexo

Robert S. Walker

Director of Oxford Police

Patricia White

Regional Director of Development

Amy Wiley

CSU Data Entry Specialist

Eugene Williams

Police Officer

Catherine T. Wooten

Manager, Communications

Georgene Wykoff

Administrative Assistant, Counseling
and Student Health & Career Services

Academic Calendar

Fall Semester 2010

August 18-25 Thursday-Tuesday	Freshman Orientation
August 24 Tuesday	Registration of new and returning students, \$150 late fee after this date
August 25 Wednesday	Classes begin
August 31 Tuesday	Last day for changing courses
September 6 Monday	Labor Day holiday
October 11-12 Monday-Tuesday	Midsemester break
October 13 Wednesday	Midterm deficiency reports due online
October 15 Friday	Last day for dropping course without academic penalty
November 2, 4 Tuesday, Thursday	Preregistration for spring semester
November 24-28 Wednesday- Friday	Thanksgiving recess



December 6, 7
Monday, Tuesday

Physical education exams on last day of classes

December 7
Tuesday

Classes end

December 8
Wednesday

Reading day

December 9-10, 13-15
Thursday-Friday
Monday-Wednesday

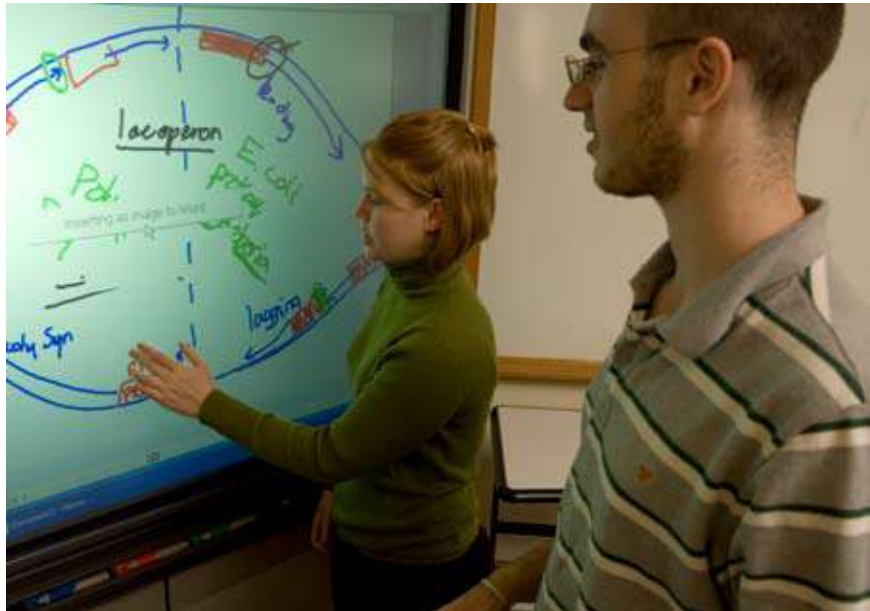
Final Exams

Interim term 2011

December 16, 2010 to January 09, 2011

Spring Semester 2011

January 11 Tuesday	Registration/New Student Orientation
January 12 Wednesday	Classes begin
January 17 Monday	Martin Luther King Jr. Holiday
January 19 Wednesday	Last day for changing courses
March 2 Wednesday	Midterm deficiency reports due online
March 4 Friday	Last day for dropping courses without academic penalty
March 7-11 Monday-Friday	Spring recess
March 22, 24 Tuesday, Thursday	Pre-registration for fall semester
April 25, 26 Monday, Tuesday	Physical education exam on last day of classes
April 26 Tuesday	Classes end



Summer Semester 2011

May 16 Monday	Classes begin
May 10 Friday	End Drop/Add
May 30 Monday	Memorial Day
June 22 Wednesday	Last day of class
June 23-24 Thursday-Friday	Exams
June 27 Monday	Classes begin
July 1 Friday	End Drop/Add
July 4 Monday	Independence Day Holiday
August 3 Wednesday	Last day of class
August 4-5 Thursday-Friday	Exams

Index

A

Academic Advisers 16
 Academic Appeals 95
 Academic Honors 16
 Academic Load and Credit 8
 Academic Probation..... 90
 Academic Program 8
 Accelerated Degree Programs
 69
 Accessibility 8
 Accreditation 5
 Administration 109
 Admission 68
 Admission Decision 68
 Admission Requirements..... 68
 Advanced Placement (Ap) 69
 Advising 16
 Allied Health Professions..... 19
 Alpha Epsilon Upsilon..... 16
 Anthropology..... 51
 Application Procedure..... 68
 Art History 23
 Arts at Oxford..... 10
 Astronomy..... 44

B

Bachelor of Arts 17
 Bachelor of Science..... 17
 Biology 39
 Business 52
 Business School 18

C

Calendar 124, 128

D

Dropping Courses 88

E

Early Action 68
 Economics 53
 Educational Resources 62
 Emory College Courses 91
 Emory University 5
 Employment (Student)..... 83
 Engineering 20
 English As A Second Language
 (ESL) 63
 Exclusion 90
 Expenses 74

F

Faculty 115
 FERPA..... 90
 Film Studies 28
 Financial Assistance 74
 Financial Information 74
 French 29

G

Geology 43
 Grading System..... 86
 Graduation Requirements 86

H

Health Services 64
 Health/Fitness..... 48
 History 54
 History Division..... 51
 Honor Code 101
 Honor List 16
 Humanities..... 22

I

Incomplete Work..... 87
 Information Technology 62

Interdisciplinary Courses	60	Oxford Studies.....	13
International Baccalaureate		P	
Involuntary Withdrawal	70	Parking	95
Italian	32	Part-Time Jobs	83
J		Pharmacy	21
Joint Enrollment.....	69	Phi Theta Kappa.....	16
L		Philosophy	33
Law	20	Physical Education	47
Libraries	62	Physics	44
Loans	74	Pierce Program In Religion ..	15
Lyceum	12	Placement Information (Math)	45
M		Plagiarism.....	104
Mathematics	45	Political Science	56
Mathematics Center (Tutors) .	63	Preprofessional Programs.....	19
Meal Plan.....	74	Program of Study.....	5
Medicine	20	Psychology	57
Merit List	16	Q	
Midsemester Deficiencies.....	88	Quality Points	86
Minors	17	R	
Mission Statement	4	Readmission.....	71
Motor Vehicles	95	Regulations.....	86
Music	32	Religion.....	34
N		Repetition Of Courses	91
Natural Science Division.....	38	Report of Grades	88
Nell Hodgson Woodruff School		RES	65
of Nursing	18	Room And Board.....	74
New Student Orientation	71	S	
O		Scholars Program.....	13
Off-Campus Courses	12	Scholarships	75
Official Transcripts.....	91	Social Sciences Division	51
Opus	88	Sociology	58
ORAU	65	Spanish.....	120
Overload Procedures.....	8	Spanish.....	35
Oxford College Profile.....	4	Summer School.....	8
Oxford Scholars Program.....	69	Supplemental Instruction (Si)	63

T

Theater Studies	37
Theology	21
Theory/Practice/Service	
Learning	15
Transfer Applicants	70
Transfer Credit	70
Transient Study	70
Trustees	109
Tuition Refunds	92
Tuition, Fees	74

U

University-Student	107
--------------------------	-----

V

Veteran's Benefits	83
Veterinary Medicine	21

W

Withdrawing From School	92
Women's Studies/Social	
Sciences	59
Writing Center	63