A Guide to Yale College
This is Yale. We’re glad you asked.
Lives.

p. 10 | Freshman Diaries. Yale’s newest students chronicle a week in the first year and give some advice.


Studies.

p. 24 | Bright College Years. In many ways friendship defines the Yale experience. One student sums it up: “It’s about the people, not the prestige.”

p. 34 | A Liberal Education. Yale’s educational philosophy, more than 80 majors, the meaning of breadth, and some startling numbers.

p. 38 | College Meets University. An undergraduate road map to the intersection of Yale College and the university’s graduate and professional schools.

p. 40 | Blue Booking. When parties and shopping are academic. Plus: shopping lists and special programs.

p. 44 | Eavesdropping on Professors. Why being an amazing place to teach makes Yale an amazing place to learn.

p. 52 | Two, Three, Four, Five Heads Are Better Than One. Synergy and study groups.

p. 54 | Next-Gen Knowledge. For Yalies, one-of-a-kind resources make all the difference.

p. 58 | Think Yale. Think World. Eight Elis define “global citizen” and share their pivotal moments abroad.

p. 66 | Connect the Dots. From start-up capital and internships to top fellowships and a worldwide network of alumni, Yale positions graduates for success in the real world.

Pursuits.

p. 68 | Bulldog! Bulldog! Bow, Wow, Wow! Playing for Yale—The Game, the mission, the teams, the fans, and, of course, Handsome Dan.

p. 74 | Inspired by Icons. Why architecture matters.

p. 86 | Noah Webster Lived Here. Bumping into history at Yale.

Apply.

p. 102 | State of the Arts. From the digital to the classical, Yale’s spectacular arts options.

p. 104 | The Daily Show. A slice of Yale’s creative life during one spring weekend.

p. 106 | Shared Communities. Yale’s tradition of Cultural Houses and affinity organizations and centers.

p. 110 | ELIterati. Why Elis are just so darned determined to publish.

p. 112 | Sustainable U. Where Blue is Green.

p. 114 | Political Animals. Welcome to the YPU, one of Yale’s most enduring institutions.

p. 116 | Keeping the Faiths. Nurturing the spiritual journeys of all faiths.

p. 118 | Difference Makers. Through Dwight Hall, students find their own paths to service and leadership in New Haven.

p. 122 | The Good News about the Cost of Yale. Recent changes to Yale’s financial aid policies eliminate the need for loans and make Yale affordable for all.

p. 123 | The Particulars. How to apply, what we look for, and visiting campus.
Lives.
Yale is at once a tradition, a company of scholars, a society of friends.

Yale: A Short History, by George W. Pierson (Professor, Yale Department of History, 1936–73)
A Monday in the life of

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45 am</td>
<td>Wake up and shower.</td>
</tr>
<tr>
<td>11:30</td>
<td>Political Philosophy (one of my favorites, in which we discuss great works by authors such as Aristotle, Hobbes, and Tocqueville).</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Lunch with some friends from Pierson College who take Political Philosophy with me.</td>
</tr>
<tr>
<td>1:30</td>
<td>Arabic and then run to WLH (William L. Harkness Hall) for Music Theory because we get out a little late.</td>
</tr>
<tr>
<td>2:30</td>
<td>Music Theory.</td>
</tr>
<tr>
<td>4:00</td>
<td>Back to my room, talk to Matt, my roommate.</td>
</tr>
<tr>
<td>6:00</td>
<td>Matt and I go to dinner at Trumbull.</td>
</tr>
<tr>
<td>7:00</td>
<td>Black Men’s Union meeting where we have a guest speaker.</td>
</tr>
<tr>
<td>8:30</td>
<td>Club Squash practice.</td>
</tr>
<tr>
<td>10:30</td>
<td>Back to the room for reading and sleep.</td>
</tr>
</tbody>
</table>

First Year’s Classes
- Introduction to Political Philosophy
- International Ideas and Institutions: Contemporary Challenges
- Elementary Modern Standard Arabic (both semesters)
- Introduction to the Elements of Music (intro music theory)
- Africa since 1800
- Intensive Elementary Portuguese
- Calculus of Functions of One Variable II
- Elementary Studies in Analysis and Composition I (music)

Activities
- Shades A cappella singing group that focuses on African-American music; started in 1988 by a small group of Yale freshmen at the Cultural Connections preorientation program.
- Yale Black Men’s Union
- Club Squash
- Black Student Alliance at Yale
- Battell Chapel Choir Conducted by graduate choral conducting student; the choir sings for Sunday University Church services in Battell.

Brandon Sharp

Hometown: Solon, OH
Anticipated Major: Political Science and International Studies (now Global Affairs)

One thing that surprised me was how well Yale handled the rooming. I certainly didn’t imagine my roommate, from Dublin, Ireland, would become one of my best friends.

On preorientation: I had a lot of help from upperclassmen in terms of getting adjusted and choosing classes, but I also did Cultural Connections, which I thought was a great experience not just for people of color, but for everyone. I think it’s the right way to be introduced to all that is Yale.

On Freshman Seminars: I would recommend applying to the Seminars for the fall. From what I hear, they are amazing.

On extracurriculars: Unlike high school, you really can’t do everything, so narrowing down early on what you want to do in terms of extracurriculars is a good idea.

On expectations: Many factors went into my decision to come to Yale, but the most important were the people and the culture. First, I wanted a place that had a strong black community because that was something I was missing in high school. Second, I saw an underlying sense of humility in the culture of Yale that is uncommon at schools of its caliber. The well-established music community and International Studies major were other key factors, but ultimately the most important part of choosing a school was being comfortable with the people you will be around for the next four years of your life. As for the classes, perhaps I got lucky, but I thoroughly enjoyed my classes first semester. The professors I had were brilliant yet approachable and presented material in a challenging and interesting manner. I have found that in this short semester I have grown significantly intellectually.

Preorientation Programs
- Several optional preorientation programs give students a chance to meet each other prior to the formal Freshman Orientation.
- Cultural Connections (CC) introduces freshmen to Yale’s cultural resources and explores the diversity of student experiences on campus, with emphasis on the experiences of students of color and on issues related to racial identity.
- Freshman Outdoor Orientation Trips (FOOT) offer six-day and four-day back-packing trips for all levels in the mountains and hills of Vermont, New Hampshire, New York, Massachusetts, and Connecticut, led by upperclassmen. Trip leaders have extensive training in keeping FOOTies safe and healthy in the backcountry and are experienced counselors who offer a wealth of support, advice, and friendship.

Harvest begins at the Yale Farm, and then groups of freshmen led by upperclassmen head off to spend five days on family-owned organic farms in Connecticut.

Orientation for International Students (OIS) is a four-day program designed to ease the transition of international students to the United States, and to acquaint them with academic life and culture at Yale. It is organized and led by international upperclassmen with support from the Office of International Students and Scholars.

Presenters:

Brandon Sharp

Hometown: Solon, OH
Anticipated Major: Political Science and International Studies (now Global Affairs)

One thing that surprised me was how well Yale handled the rooming. I certainly didn’t imagine my roommate, from Dublin, Ireland, would become one of my best friends.
If you know that you are interested in science or research, Perspectives on Science and Engineering is an excellent way to explore different fields and get a feel for what you would like to study.

**On orientation:** One of the most enjoyable and exciting parts of the year. Take advantage of this time without academic responsibilities to explore everything that Yale has to offer and to meet as many people as you can.

**On dances:** Every freshman should attend at least one dance, like the fall semi-formal where suitmates set each other up on blind dates and devise awkward and embarrassing ways for the couple to meet. In the hours before the dance, Old Campus is a display of strangely clothed people, some serenading outside their date’s window or looking like the fall semiformal where people, some serenading outside their date’s window or looking for their lost shoe (or other item of clothing), Cinderella-style.

**On Old Campus and Frocos:** Living on Old Campus with almost all other freshmen gives you a great way to know people from all the colleges. Frocos are freshman counselors. They become friends who give great advice. The cool thing is that although you have your own Froco, you end up being helped by them all.

**On alternating weeks, lectures:** On alternating weeks, lectures in which one hydrogen atom only differ in the direction spearmint, even though they with the two different isomers of carvone—one smelled like caraway and the other like spearmint, even though they only differ in the direction in which one hydrogen atom is pointing.

**A Friday in the life of:** Wake up, check e-mail, get ready for classes. Walk to Commons, eat breakfast, slam notes for chem. Freshman Organic Chemistry, with Professor McBride, who always gives interesting lectures. He usually has a demo that goes with the lecture. One day, to demonstrate how much of a difference there is between isomers, he passed around vials with the two different isomers of carvone—one smelled like caraway and the other like spearmint, even though they only differ in the direction in which one hydrogen atom is pointing.

**On adjusting:** A different culture, different weather, and a different language, but the transition was not hard because of the help I got from the Office of International Students and other students. I also did an amazing preorientation for International Students.

**On Old Campus and Frocos:** Living on Old Campus with almost all other freshmen gives you a great way to know people from all the colleges. Frocos are freshman counselors. They become friends who give great advice. The cool thing is that although you have your own Froco, you end up being helped by them all.
Anatomy of a Residential College.

(Yale has no dormitories)

Even before freshmen arrive they are assigned to one of Yale’s twelve residential colleges. More than mere dormitories, the colleges are richly endowed with libraries, dining halls, movie theaters, darkrooms, climbing walls, ceramics studios, “butteries” a.k.a. snack bars, and many other kinds of facilities. Rather than grouping students according to interests, majors, or sports, each college is home to its own microcosm of the student body as a whole. So if a certain percentage of Yale’s students hail from the west coast or abroad, you can expect to see roughly that percentage in each college.

Yalies identify with their college throughout their lives, meeting one another in far-off places not only as an Eli but as a Saybrugian, Sillimander, or Morsel as well. A truly little-known fact is that while students always have the option of switching colleges throughout their years at Yale, scant few do. Read the over-the-top boosting by members of each college in the freshman welcome issue of the Yale Daily News and you’ll understand why—they all think they’re the best!

Yale’s college system is the early-20th-century brainchild of philanthropist and alumnus Edward S. Harkness (B.A. 1897). Architecture critic Paul Goldberger tells us in Yale in New Haven: Architecture and Urbanism (Yale University, 2004) that Harkness, like many alumni of his generation, took pleasure in Yale’s growing international reputation and stature but worried that as the University grew, the close bonds between students that had meant so much to him would diminish. In 1937 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1889), made a “secret mission” to England to study Oxford and Cambridge Universities’ collegiate system. “The men came back convinced,” writes Goldberger, that dividing the undergraduate body into a series of residential colleges “was the best route to preserving the network of Yale-inspired connections” that had been so important to them throughout their lives. In the fall of 1933 the first seven of the twelve colleges opened.
Yale in Miniature.  
(A tour of Morse College)

**BASEMENT**  
**Buttery**
Run by students, “The Morris” is open Sunday through Thursday from 10:30 pm to 1 am. Hang out with friends over the popular Jim Stanley, a quesadilla with chicken nuggets.

**BASEMENT**  
**Game Room**
Conveniently located next to the Morris, the Game Room is a social hub where students get together to watch TV or play pool, table tennis, air hockey, and foosball.

**FLOOR 1**
**Common Room**
With comfortable seating and ample desk space, the Common Room is a welcoming place, whether you want to work on a problem set, play the concert grand, or just hang out by the fireplace on a chilly night.

**BASEMENT**  
**Shared Spaces**
Morse and neighbor Ezra Stiles College share several underground performance and activity spaces. But don’t let their location in the basement fool you: skylights flood these rooms with light.

**The Dance and Aerobics Studio** was designed for all types of dance, from ballroom to classical Indian bharatanatyam.

**The Fabric Arts Studio** has six looms, several sewing machines, a knitting machine, and more.

**The Exercise and Weight Room** offers a full range of state-of-the-art equipment including treadmills, ellipticals, free weights, punching bags, and weight machines.

There are also a fully equipped Digital Media Room and a Recording Studio.

**BASEMENT**
**Student Kitchen**
All the tools you need, whether you’re preparing a full-course dinner for friends or just heating some ramen.

**FLOOR 1**
**Dining Hall**
One of the social centers in every college. At night, light glowing from the Dining Hall’s 40-foot floor-to-ceiling windows illuminates the courtyard and outdoor dining patio.

**FLOOR 1**
**Dean’s Office**
If a student is having difficulty with a particular course, the college dean can often help by talking with the student’s instructor or with the relevant department’s director of undergraduate studies, or by referring the student to one of the programs that offer tutoring assistance.

Getting to know each student as an individual helps the dean to address concerns as personally and effectively as possible.

**FLOOR 2**
**Dean’s Apartment**
Dean Joel Silverman lives in Morse with his wife, Alba Estenoz, who is a professional pastry chef; their son, Noah; and their dog, Oreo.

**FLOOR 2**
**Master’s Office**
The master is the chief administrative officer and the presiding faculty presence in each residential college. During the year, the master hosts lectures, study breaks (especially during finals), and Master’s Teas—intimate gatherings during which students have the opportunity to engage with renowned guests from the academy, government, and popular culture.

**FLOOR 1**
**Master’s House**
Amy Hungerford is joined in the Master’s House by her husband, Associate Master Peter Chemery, and their children, Clare and Cyrus.

**FLOOR 1**
**Student Apartment**
Dean’s

**Library**
Open 24 hours a day, the library has big tables, comfortable couches, and individual nooks for studying, as well as a large collection of books and magazines, from The Economist to People.

**Courtyard**
An outdoor room for barbecues, leaf and snowball fights, and spontaneous and formal events. Or cool your toes in Morse’s water feature, known as “the Beach.”

**FLOOR 1**
**Home Suite Home**
Most freshmen live in suites in which four students occupy two bedrooms and share a common living room. The suites are all female or all male, and the residence halls are coed. After freshman year, there are multiple possible room arrangements.

From top: A common room in Branford College; a bedroom in Farnam Hall on Old Campus; a bedroom in Berkeley College; a bedroom with built-in desk and bookshelves in Ezra Stiles College; and a common room in Calhoun College. In addition to the private suites, each residential college has large common rooms like the one in Silliman College shown below.
Mastering Life.

What really makes a residential college a college versus simply a place to live is that each has its own dean and master—adults living among students in microcosms of Yale College as a whole. The master is the head of his or her college, responsible for the physical well-being and safety of students who live there, as well as for fostering and shaping the college’s academic, intellectual, social, athletic, and artistic life. Morse Master Amy Hungerford is a professor of English and American Studies and, like most masters, a leader in her field. “Faculty carry their intellectual lives into the social fabric of the college and continue to teach, not only their scholarly subjects, but also the art of living a mindful life,” she says. “The adults who live and work in the colleges—masters, deans, resident fellows, office staff, dining staff—help to ground the community, especially at times of stress and in moments of celebration.”

An important part of what makes the residential colleges “home” is that “students in the college naturally come to recognize one another as part of an extended group of friends and acquaintances that make them feel that they belong. The colleges are designed to hit that sweet human scale, where you know a lot of names and faces, and yet still have the sense that you are part of something bigger than your immediate friend group.” Master Hungerford also says that being a master lets her enjoy the playful side of campus life. “Students are always playing creatively, and at Morse I often have the chance to join them.”

Joel Silverman has served as the dean of Morse since 2007. His research and teaching focus on the intersection of power and persuasion in American law and literature. He is particularly interested in the way in which lawyers, doctors, and other specialists translate technical language for a general audience. Among the seminars he has taught are Censorship and U.S. Culture, American Biography, Early Cold War Culture, and Writing Power. As a lecturer in English, he helps students develop the analytical tools they need to write well-seasoned, well-supported, and persuasive academic arguments. He is currently writing a book on the lawyer who defended *Ulysses* in 1933.

Residential college deans serve as chief academic and personal advisers to students in their colleges. Morse College Dean Joel Silverman says the college system means he sees students not just in class but at dinner, at social events, and in common areas and the courtyard. He attends their concerts, competitions, and shows. “We strive to create actual communities, where people truly support one another and embrace differences,” he says. “It’s extremely important to me to help support a community in which my family and I also feel comfortable living.”

“I advise students on anything and everything related to academics, including selecting courses, choosing a major, and exploring the many amazing opportunities here at Yale, such as study abroad programs and fellowships,” says Dean Silverman. “But I’m also a personal adviser to students. When students are feeling homesick, when there are conflicts with roommates, when a student who has earned A’s her entire life suddenly bombs a test—I counsel these students, too.”

Dean Silverman says that deans are part of a constellation of advising at Yale that includes masters, freshman counselors, tutors, and others. “A few years ago, I was on my way to a panel for the parents of new freshmen, and I ran into one of the seniors in Morse College. I asked her what one point she would want me to convey to the parents of freshmen. She paused, thought about it, and then said, ‘Tell them that Yale is a safe and healthy place for kids to transition into adulthood.’”

A Dean of One’s Own.

Residential college deans serve as chief academic and personal advisers to students in their colleges. Morse College Dean Joel Silverman says the college system means he sees students not just in class but at dinner, at social events, and in common areas and the courtyard. He attends their concerts, competitions, and shows. “We strive to create actual communities, where people truly support one another and embrace differences,” he says. “It’s extremely important to me to help support a community in which my family and I also feel comfortable living.”

“I advise students on anything and everything related to academics, including selecting courses, choosing a major, and exploring the many amazing opportunities here at Yale, such as study abroad programs and fellowships,” says Dean Silverman. “But I’m also a personal adviser to students. When students are feeling homesick, when there are conflicts with roommates, when a student who has earned A’s her entire life suddenly bombs a test—I counsel these students, too.”

Dean Silverman says that deans are part of a constellation of advising at Yale that includes masters, freshman counselors, tutors, and others. “A few years ago, I was on my way to a panel for the parents of new freshmen, and I ran into one of the seniors in Morse College. I asked her what one point she would want me to convey to the parents of freshmen. She paused, thought about it, and then said, ‘Tell them that Yale is a safe and healthy place for kids to transition into adulthood.’”

Master Amy Hungerford, a professor of English and American Studies, has been the master of Morse since July 2012. Her research and teaching focus on American literature, especially the period since 1945. Her first book, *The Holocaust of Text: Genocide, Literature, and Personification* (2003), won Yale’s Heyman Prize for outstanding scholarly work. A frequent contributor to the Yale Review and author also of *Postmodern Belief: American Literature and Religion since 1960* (2010), Master Hungerford is currently completing a book on small-scale literary enterprises and their contemporary social networks. Her popular course on the American novel since 1945 is available online at Open Yale Courses, which provides free access to more than forty Yale College courses.
Debate This.
(Pierson Dining Hall conversations in progress)

Alan Montes and Alex Kais are talking about their recent trips to Kenya and Venezuela for election monitoring and a journalism fellowship, respectively. As they look toward next summer, they are weighing the benefits and trade-offs between summer internships vs. summer classes vs. staying at home.

Amira Valliani, Jeff Sun, and Chris Palencia are talking about U.S. travel restrictions to Cuba. Jeff suggests you could get there through Canada or Mexico, but someone says that could result in a hefty fine. They conclude the best way to go would be for academic purposes. Amira mentions a Yale professor doing research in Cuba over the summer and looking for students to help. Jeff adds that the Chaplain’s Office led a community service trip to Cuba. That’s when they start talking about the Chaplain’s Office, which they say is an amazing and unbelievably under-utilized study space. Turns out it also has food, they say with more than a little excitement. “They have an ice cream freezer and a rowboat filled to the brim with Swedish Fish and Sour Patch Kids!” says Amira.

They may run out of your favorite veggie-Caesar wrap, but no matter what time you arrive or whom you sit with, no dining hall will have a shortage of interesting conversation. “Dinner for me was something extraordinarily important,” says a recent alum. “I’d sit down across from someone and ask them what they did that day and the answer would be remarkable. So much of my Yale education came from talking to people over dinner.” Says another alum, “I only thought I was open-minded before Yale. Debating an issue could turn my views upside down in a single conversation. That was the fun of it.”

Students Eric Bank and Vikram Jairam, and Pierson College Fellow Rosalie J. Blunden, who is the associate dean for finance and administration at Yale School of Public Health, are debating the charisma quotient of Barack Obama vs. John F. Kennedy.
Decoding the Colleges.

(Residential College rundown)

<table>
<thead>
<tr>
<th>College</th>
<th>Shield</th>
<th>Architecture</th>
<th>Style Points</th>
<th>How We Boola Boola:</th>
<th>Also Known As</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td></td>
<td>Collegiate Gothic, with a touch of Tudor; built in 1934</td>
<td>Delicious reputation: as test kitchen for Yale’s Sustainable Food Project, Berkeley pioneered a sustainable menu for all the colleges</td>
<td>Annual snowball fight, North Court vs. South Court</td>
<td>Berkeleys</td>
</tr>
<tr>
<td>Branford</td>
<td></td>
<td>Collegiate Gothic; opened 1933; home to Harkness Tower and its bells</td>
<td>Robert Frost described our courtyard as “the most beautiful college courtyard in America”</td>
<td>Independence Day, when Branford declares its independence from Yale in a day of barbecues and parties</td>
<td>Branfordinians</td>
</tr>
<tr>
<td>Calhoun</td>
<td></td>
<td>Collegiate Gothic; opened in 1933</td>
<td>The Cabaret in the basement, with hugely popular student shows</td>
<td>Trolley Night: Clang, dang, clang goes the party; “Hounfest”</td>
<td>Hounnies</td>
</tr>
<tr>
<td>Davenport a.k.a. D’Port</td>
<td></td>
<td>One of its facades is Collegiate Gothic, the other is Georgian; opened in 1933</td>
<td>The Gnome, who watches over us, when he’s not being abducted; our own orchestra, the DPups; late nights at the Dvee grill</td>
<td>Davensports!</td>
<td>D-porters</td>
</tr>
<tr>
<td>Timothy Dwight a.k.a. TD</td>
<td></td>
<td>Georgian; opened in 1935</td>
<td>Bluegrass music, art studio, beat poetry: the laid-back alternative</td>
<td>TD’s motto and cheer is “Aaah!” which means “We make it happen” in Yorubá</td>
<td>TD-ers</td>
</tr>
<tr>
<td>Jonathan Edwards a.k.a. JE</td>
<td></td>
<td>Collegiate Gothic; opened in 1933</td>
<td>Our amazing letterpress; Tyrn Cup winners three years in a row</td>
<td>Great Awakening Fall Festival; the formal Spider Ball; JE SUX!</td>
<td>Spiders</td>
</tr>
<tr>
<td>Morse</td>
<td></td>
<td>Modern; designed by Eero Saarinen; built in 1961 with a 14-story tower and no right angles</td>
<td>Our sculpture, Lipstick (Ascending) on Caterpillar Tracks, by Claes Oldenburg</td>
<td>All-day Apple Bakefest in the Master’s House kitchen; Great Morse Easter Egg Hunt</td>
<td>Morsels</td>
</tr>
<tr>
<td>Pierson</td>
<td></td>
<td>Georgian; built in 1935</td>
<td>Wrestling in the Jello Pit of Justice on Pierson Day; our cheer: P is for the P in Pierson College, I is for the I in Pierson College…</td>
<td>Tuesday Night Club, a college-wide party to help make it through the early part of the week</td>
<td>Piersonites</td>
</tr>
<tr>
<td>Saybrook</td>
<td></td>
<td>Collegiate Gothic; completed in 1933</td>
<td>We’re in a chase scene in the latest Indiana Jones movie; our own Chamber Orchestra (known as SYCHO)</td>
<td>Party in the “ia Pack” and always respond “Saybrook!” when asked, “Say what?”</td>
<td>Saybrogians</td>
</tr>
<tr>
<td>Silliman</td>
<td></td>
<td>Varied: Collegiate Gothic; modified French Renaissance, Georgian; completed in 1940</td>
<td>Biggest college; biggest courtyard; winner of cooking and spirit prizes at Final Car (Yale’s “Iron Chef”)</td>
<td>Sunday music brunch, a feast of sound and taste; the Ball on College and Wall, a spring classic</td>
<td>Sillimanders</td>
</tr>
<tr>
<td>Ezra Stiles</td>
<td></td>
<td>Modern masterpiece, designed by Eero Saarinen; opened in 1963</td>
<td>Our memorial moose mascot in the Dining Hall; annual Student Film Festival</td>
<td>Medieval (Knight) Festival; Baby Animal Petting Zoo in the courtyard</td>
<td>Stileisians</td>
</tr>
<tr>
<td>Trumbull</td>
<td></td>
<td>Quintessential Yale/ Collegiate Gothic; completed in 1933</td>
<td>Potry Court, where our gargoyle “Thinker” is enthroned and decorated every year</td>
<td>Rumble in Trumbull (beaucoup “fights”); Pamplona (running of the [Trum] Bulls around campus)</td>
<td>the Bulls</td>
</tr>
</tbody>
</table>

Spine-Tyngling Fun.

(Intramural sports)

So you played sports in high school but aren’t quite hardcore enough to suit up for the Bulldogs. You’re in luck. The residential college intramural scene offers a chance to continue your career at a surprisingly high level of competition or to start playing a new sport—not to mention a way to prove that your college reigns supreme. The Tyrng Cup, annually awarded for overall excellence to the college accumulating the greatest number of points through intramural play, was first presented in 1953. The Tyrng continues to be the most coveted of all intramural awards, spanning competitive rivalries that make IMs a way of life for former high school all-stars and P.E. dropouts alike.

Much of the above first appeared in “Intramurals at Yale are spine-Tyngling fun” by Aaron Lichtig (1999) writing for the Yale Herald.

More than Oolong.

(Master’s Teas)

Master’s Teas are informal q&A’s hosted by the masters of each residential college and often cohosted by campus organizations such as the Film Society or the Yale Daily News. The teas give small groups of students an intimate opportunity to pick the brains of world leaders, thinkers, and talents. Members of the hosting college get first dibs on front-row seats.

Recent guests

- **Trumbull**
  - Louis Lowry, author of *The Giver*; Joan Aocella, dance and book reviewer for *The New Yorker*; Biz Stone, co-founder of Twitter; Ashraf Sweidan, adviser to the Minister of Foreign Affairs of Egypt.
  - Branford Robert Finkley, former U.S. poet laureate; Chris Bridges, a.k.a. Ludacris, rapper and actor; Howard Shore, film composer.
- **Silliman**
  - Denzel Washington, Academy Award-winning actor, producer, and director; Brandon Scott Slammem, gay blogger, celebrity commentator, and Internet personality; Nihad Awad, activist and executive director of the Council on American-Islamic Relations.

- **Ezra Stiles**
  - John Diaz, Pulitzer Prize-winning author and MacArthur Fellow; Martha Stewart, businesswoman, and television show host; Cesar Pelli, renowned architect; Ed Norton, actor and director; Howard Dean, former presidential candidate and chair of the Democratic Party.
- **Davenport**
  - Ruth Bader Ginsburg, Associate Justice of the U.S. Supreme Court; Carole King, singer, songwriter, activist; Mike Gordon, guitarist, Phish; Margaret Cho, comedian; Dr. Ruth Westheimer, sex expert, author, and talk show host; Garry Trudeau, cartoonist, Doonesbury.

- **Calhoun**
  - David Pogue, New York Times technology columnist; Sue Morell, CEO, Au Bon Pain; Whospi Goldberg, comedian, actress, and political activist; Jason Moran, jazz pianist; Steven Schwartz, Broadway composer and lyricist.
  - Emily Penn, author of *Microtrends* and adviser to the Clinton, Tony Blair, and Bill Gates; Bobby Lopez, composer and lyricist of *Avenue Q*; Malcolm Gladwell, author of *The Tipping Point* and * Blink.
- **Jonathan Edwards**
  - Katie Couric, ABC News correspondent and talk show host; Jason Alexander, actor; Michael Pollan, author of *The Omnivore’s Dilemma*; Gary Beach, Tony Award-winning actor.
“Time and change shall naught avail / To break the friendships formed at Yale.”

from “Bright College Years,” Yale’s alma mater
It’s no accident that playwright John Guare, who wrote Six Degrees of Separation (theorizing that everyone in the world is connected by no more than five friends of other friends), went to Yale. As senior Travis Nelson says, that kind of connectedness—which morphs into new friendships and affects other interactions down the line—is what Yale feeds on. Recognizing one’s unique impact on people here and their impact on you is central to the Yale experience. These bonds very often begin in the residential colleges (you’ll soon learn all roads lead to the residential colleges). The eleven friends on these pages all belong to Timothy Dwight College. Here they talk about chance meetings, their impact on one another, and friendship in the Ivory Tower.

“My freshman year, my very first class was in the basement of a building far away from everything else. I was lost, but found another freshman-looking wanderer outside the building. I took a chance and got lucky… he was in the same class, and we eventually found the room together. It was a small seminar, and so Matt and I became friends over the course of the semester. That year, we both decided to join Yale Model Congress as a fun break from class. Over the years, it has become a primary extracurricular activity for both of us; he was president last year, I am this year. Neither of us had the slightest interest in consulting, but Matt convinced me to come out to an information session for a consulting firm… mostly because it’d be fun to hang out over free (delicious) food at the Omni Hotel in downtown New Haven instead of going to the dining hall. As it turns out, Matt and I both worked for that consulting firm over the summer, and have decided (not officially yet, though) to go back and work for the same firm after graduation. I think this just goes to show that friendships at Yale happen anywhere in any situation… and can bring a turn of events that you never could have predicted. That rocks.”

Neil

“Sophomore year Jamie asked me if I wanted to go on a run, which was funny, because even the shuttle races for the Presidential Physical Fitness test were not my thing in elementary school. But she’s so cool, so I decided to run with her. Our sophomore year, we ran every morning. It was one of the best parts of the day. We’d wake up at seven in the morning, and run for an hour up to East Rock. It was never anything that I would have done otherwise. And then we ran the New York Marathon. I hated her that day. She was loving it. She was in front of me the entire time, saying, ‘Brett, isn’t this awesome?’ And I’d be like, ‘Do not talk to me.’”

Brett

“Freshman year, Neil lived across the hall from Brett and TJ, who were roommates.”

Neil Chheda
(at head of table)
Hometown
Great Neck, NY
Major
Political Science
Activities
Yale Model Congress, Yale Debate Association, Yale World Fellows Program

Brett Brown
(Hometown Murray, Ky
Major
Music
Activities
Yale Herald, various chamber groups, music performances, ran NYC Marathon last year

Jamie
Stays at Pat’s house in Boston during the Harvard–Yale game.

Brett and Jamie run together every morning.

Jamie was TJ’s (above) freshman dance blind date.

Brett has been friends since freshman year with Pat (below), who coeds Brett with “encouraging me to write for The New Journal, which I love.”
Jamie Redman  
**Hometown**: Spokane, WA  
**Major**: History of Science, History of Medicine  
**Activities**: Yale Women’s Crew (two-time National Champions, Undefeated Season, First Team All-American, Academic All-American)

“One day freshman fall, about eight of us decided to journey up to Morse for our first Master’s Tea—I think it was the producer of Sex and the City. However, we were quickly waylaid by what we found in the courtyard. During the night, TD’s huge gingko tree had completely changed colors, and now the TD courtyard was covered with vibrant yellow leaves. We had a little bit of extra time, so we started an impromptu leaf fight. Bit by bit, more people were drawn outside to join in the fun. Soon, the entire courtyard was filled with dozens of students laughing, taking pictures, jumping, and all-around frolicking in the bright yellow leaves. The Master’s Tea was forgotten; two hours and several hundred pictures later, with leaves stuck in our hair and clothing, we all trouped into the dining hall for dinner.”

Jamie says she and Jess “bonded playing Inner Tube Water Polo.”

Jessica “Jess” Notebaert  
**Hometown**: New Hartford, NY  
**Major**: History  
**Activities**: Yale Daily News, Master’s Aide, intramurals, giving swim lessons

“Students at Yale are doing incredible work, they are involved in a million activities, but at the end of the day, it’s the friendships that matter. It’s that sense of priority that changes everything.”

Jess became friends with Brett after frequently crashing his “sibling lunches” with his older sister and their friends.

Elise and Tori were suitemates freshman year (by chance) and chose to be roommates again their sophomore year.

Through mutual friends in Timothy Dwight College who are admission tour guides and STEP (Student Task Force Environmental Partnership) coordinators, Jess became friends with Ayaska (center), an admission tour guide, and Alice (right), a STEP coordinator.

Met at Yale
- Bob Woodward and John Kerry
- George W. Bush and Garry Trudeau
- Hillary Rodham Clinton and Bill Clinton
- Sigourney Weaver and Meryl Streep
- Angela Bassett and Tony Shalhoub
- Frances McDormand and David Henry Hwang
- Jodie Foster and Jennifer Beals
- David Duchovny and Paul Giamatti
- Edward Norton and Jennifer Connelly
When I got here I thought, ‘I will learn everything at once.’ Against the advice of my college dean I took the hardest classes I could and kind of burnt myself out. But throughout the year I started to learn that that’s actually not what Yale is all about. It’s the classes, yes. And the skill set for your studies—all that happens. But the people skills—that’s something I don’t think you can get anywhere else. The learning to interact in this whole Ivory Tower environment is just phenomenal and it’s what I love about this place. People ask me do I have any complaints about Yale? And the only one is it gets cold here in the winter. Because I can’t imagine a better group of people to spend these four years with. Each person is such an integral part of the community. You’ll run into groups here or there. Two groups will come together at some random point, meet, and new friendships will be made. Some won’t be kept up, but you’ll run into that person later on or that interaction will affect the next interaction. All that kind of mixing and interaction is what Yale really feeds on.”

Tori and Sarah were roommates junior year. When they ran into each other on York Street, Sarah introduced Tori to her friend.

“Yale friends are family. Since we are all away from home, we are essentially each other’s love and support—the kind you usually would get at home, except better, because there’s no one to tell you when to brush your teeth or when to go to bed. I have formed closer relationships with people here than I ever have before. My life is better and blessed because of the relationships that have formed over the past four years. I know that I will be friends with them for the rest of my life.”

Tori “Tori” Tate (above center)
Hometown: Compton, CA
Major: Molecular, Cellular, and Developmental Biology
Activities: Freshman Counselor, Delta Sigma Theta Sorority Inc., Visions of Virtue Mentoring Group, Women’s Water Polo

Sarah (below right) is a member of Low String, a cello ensemble that plays classic rock. According to Jamie, “Every concert since freshman year, we go to Sarah’s concerts, sit in masse, and give her a standing ovation after her solos.”

Sarah and Travis became friends freshman year playing soccer in the TD courtyard.

“Sarah and Travis (center) and TJ are die-hard intramural players, vying for IM glory in the name of Timothy Dwight College.”

When Jerry (right) cut Travis’s hair. Actually, since freshman year he’s been cutting all the guys’ hair. He says it’s a good way to catch up with his friends.

“Travis (center) and TJ are die-hard intramural players, vying for IM glory in the name of Timothy Dwight College.”

Who Goes to Yale
1,320 in a typical entering class
Students from all 50 states
80+ countries
51% men
49% women
41% minority students
10% international students
57% from public schools
43% from private or parochial schools
57% receive need-based financial aid
97% of incoming freshmen ranked in the top tenth of high school graduating class
99% of freshmen return sophomore year
32% major in the Arts and Humanities
41% major in the Social Sciences
27% major in the Biological and Physical Sciences
96% graduate within five years
88% live on campus
50% have jobs on campus
13% earn double majors
Over 80% participate in community service
Over 70% participate in intercollegiate or intramural athletics
Over 90% of science majors undertake research with a faculty mentor
Over 60% of graduates ultimately earn M.D.s, J.D.s, M.B.A.s, or Ph.D.s

Tori and Travis became friends freshman year because Travis had a crush on a girl who lived upstairs from him.

Britt met Travis because Travis had a crush on a girl who lived upstairs from him.

Jess and Travis work together as Master’s Aides and IM secretaries for TD.

Travis Nelson
(above center)
Hometown: Coos Bay, OR
Major Math and Philosophy
Activities: Intramural sports, Master’s Aides, Freshman Counselor, various band stuff (personal, not affiliated with Yale)

Students from all states and countries
97% of incoming freshmen ranked in the top tenth of high school graduating class
57% of students are men
51% of students are women
43% of students are from public schools
49% of students are from private or parochial schools
10% of students are international students
57% of students are minority students
41% of students are minority students
57% of students receive need-based financial aid
96% graduate within five years
88% live on campus
50% have jobs on campus
13% earn double majors
Over 80% participate in community service
Over 70% participate in intercollegiate or intramural athletics
Over 90% of science majors undertake research with a faculty mentor
Over 60% of graduates ultimately earn M.D.s, J.D.s, M.B.A.s, or Ph.D.s

Sarah and Travis became friends freshman year because Travis had a crush on a girl who lived upstairs from him.
Studies.
Yale is an institution rich in the traditions of scholarship, abounding in the joys of learning. But a liberal education is not simply given to you. You must actively pursue it. Take every advantage of the treasures here at Yale. The world is all before you.

Richard C. Levin, President of Yale University, 1993–2013
A Liberal Education.
(Freedom to think)

Academically, Yale makes two broad demands of students: a reasonable diversity of subject matter and approach, particularly in the early years; and in the later years, concentration in one of the major programs or departments. This style of education liberates the mind by developing the skills, creativity, and broad familiarity with the world that can foster effective leadership.

The mission of Yale College is to seek exceptionally promising students of all backgrounds from across the nation and around the world and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.
6:1 Student-to-faculty ratio.

3+3=breadth

There is no specific class you have to take at Yale, but students are required to learn broadly and deeply. Depth is covered in one’s major. Breadth is covered by taking courses in three study areas (the humanities and arts, the sciences, and the social sciences) and three skill areas (writing, quantitative reasoning, and foreign language).

80+ Majors.

53 Number of foreign languages offered.

2,000+ Courses offered each year in 80 academic programs and departments.

96%

Of tenured professors of the Faculty of Arts and Sciences regularly teach undergraduate courses.

7%

Courses with a graduate student serving as the primary classroom instructor—chiefly in foreign language instruction and freshman English—accounted for 7 percent of courses during the last school year. That means 93 percent of all undergraduate courses are taught by professors or lecturers.

1,335 International study, research, and internship experiences undertaken by Yale College students in 2011–2012.

$6,000,000+ Funding for international activities in the most recent academic year.

36/8 The degree requirements for graduation are 36 term courses in eight terms, about a third in the major. Students typically take four or five courses per term.

15,000,000+ Holdings in Yale’s library, making it the third-largest university library system in the United States.

800+ Science, math, and engineering labs at Yale College and the graduate and professional schools.

200+ Summer fellowships for undergraduate science and engineering students per year.

1:1 Yale’s School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.

3:1 Student-to-faculty ratio in other STEM disciplines.

200+ Faculty members in the past five years have published research with undergraduates.

95%+ Undergraduate science and engineering majors who do research with faculty.

70 Undergraduates in each of the past five years have coauthored published research.

99% Freshmen who return sophomore year.

36 Term courses in eight terms, about a third in the major. Students typically take four or five courses per term.

15,000,000+ Holdings in Yale’s library, making it the third-largest university library system in the United States.

800+ Science, math, and engineering labs at Yale College and the graduate and professional schools.

1:1 Yale’s School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.

3:1 Student-to-faculty ratio in other STEM disciplines.

200+ Summer fellowships for undergraduate science and engineering students per year.

1:1 Yale’s School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.

3:1 Student-to-faculty ratio in other STEM disciplines.

200+ Faculty members in the past five years have published research with undergraduates.

95%+ Undergraduate science and engineering majors who do research with faculty.

70 Undergraduates in each of the past five years have coauthored published research.

99% Freshmen who return sophomore year.

36 Term courses in eight terms, about a third in the major. Students typically take four or five courses per term.

15,000,000+ Holdings in Yale’s library, making it the third-largest university library system in the United States.

800+ Science, math, and engineering labs at Yale College and the graduate and professional schools.

200+ Summer fellowships for undergraduate science and engineering students per year.

1:1 Yale’s School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.

3:1 Student-to-faculty ratio in other STEM disciplines.

200+ Faculty members in the past five years have published research with undergraduates.

95%+ Undergraduate science and engineering majors who do research with faculty.

70 Undergraduates in each of the past five years have coauthored published research.

99% Freshmen who return sophomore year.

36 Term courses in eight terms, about a third in the major. Students typically take four or five courses per term.
College Meets University.
(One of the world’s greatest research universities at your fingertips)

Physically and philosophically, Yale College for undergraduates is at the heart of Yale University. An extraordinary commitment to undergraduate teaching sets Yale apart from other great research universities in the world. More than 80 departments and programs offer approximately 2,000 undergraduate courses each year—many of them taught by Yale’s most distinguished historians, literary critics, scientists and engineers, mathematicians, artists, and composers, poets, and social scientists.

Faculty call it a stunningly vibrant intellectual atmosphere that can’t happen at undergraduate-only institutions or at research universities that do not focus on teaching.

1. **School of Engineering & Applied Science**
   - As a Mechanical Engineering student, help design a hybrid racecar to compete in the SAE (Society of Automotive Engineers) Formula Hybrid International.

2. **School of Drama**
   - Get a student season pass to the Yale Repertory Theatre, and see six plays a year at one of America’s leading professional theaters. Read original manuscripts from Eugene O’Neill’s Long Day’s Journey into Night. Study light plots from the original production of Gertrude Stein’s Piano and Husk. Audition for Yale School of Drama and Yale Cabaret shows. Put on student productions at the University Theatre, with 96 feet of fly space and seating for 624.

3. **School of Public Health**
   - Take a course in epidemiology in conjunction with an independent research project you’re working on in a lab on Science Hill.

4. **Graduate School of Arts & Sciences**
   - Continue conversations from graduate-level seminars over coffee and muffins at the Blue Dog Café. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join undergraduates and graduate students in the Physics department to eat pizza, and hear and present weekly talks on current research. Make heads turn as you graduate wearing your yellow hood indicating that you’ve earned both a bachelor’s and a master’s degree in Molecular Biophysics and Biochemistry.

5. **Law School**
   - Have lunch in the Law School dining hall with Constitutional Law professor Ahidh Amar. Listen to speeches by visiting Supreme Court Justices. Wander the Law School stacks. The Law Library is also a favorite study spot.

6. **School of Art**
   - Discover the next Chuck Close (M.F.A. 1964) at the School’s open studios. Participate in group shows in the same gallery in Green Hall where master’s students mount their thesis shows. Attend a graduate painting critique by visiting artists.

7. **School of Architecture**
   - Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–66). Check out student shows and curated exhibitions in the Architecture Gallery. Attend an evening lecture by one of the School’s professors who are luminaries in the field, including the dean, Robert A.M. Stern.

8. **Law School, College Meets University.**
   - Take a walk to the Sterling Divinity Quadrangle to enjoy the quiet Georgian-style campus. The courtyard is a great getaway when you want to read outdoors without the distractions of central campus. View an exhibition of the artifacts and documents from the personal papers of Protestant missionaries who served in China during the first half of the twentieth century.

9. **School of Music**
   - Take courses taught by Med School professors. Volunteer at Yale-New Haven Hospital and shadow one of your professors making her rounds. Apply to do fieldwork in Peru with your biochem professor, and perhaps discover new species of fungi and bacteria living in plant tissues. Volunteer at Yale-New Haven Children’s Hospital. Get the scoop on the School’s new home on West Campus. Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–66). Check out student shows and curated exhibitions in the Architecture Gallery. Attend an evening lecture by one of the School’s professors who are luminaries in the field, including the dean, Robert A.M. Stern.

10. **School of Management**
    - Enroll for a course at SOM and rub elbows with the next generation of corporate and non-profit leaders and entrepreneurs. Become a Silver Scholar—one of a select handful of seniors who are admitted to SOM directly from Yale College, some of whom are awarded a merit scholarship for the two years of study.

11. **School of Medicine**
    - Take courses taught by Med School professors. Volunteer at Yale-New Haven Hospital and shadow one of your professors making her rounds. Apply to do fieldwork in Peru with your biochem professor, and perhaps discover new species of fungi and bacteria living in plant tissues. Volunteer at Yale-New Haven Children’s Hospital. Get the scoop on the School’s new home on West Campus.

12. **School of Nursing**
    - Nursing’s new home on West Campus is just a 10-minute ride on the Yale Shuttle. Sign up for Professor Ruth McCorkle’s popular course Living with Dying. After some preparatory social science course work, gain experience as a paid research assistant interviewing patients for the Chronic Illnesses program.

13. **School of Forestry & Environmental Studies**
    - Take one of the School’s graduate-level courses. Earn a five-year bachelor’s and master’s in Forestry, Forest Science, Environmental Science, or Environmental Management. Partner with the School’s grad students and faculty on environmental initiatives through Yale’s Office of Sustainability. Bookmark the School’s Web site to keep up with all of the events happening each week, or tune into the site’s weekly podcasts.

14. **Institute of Sacred Music**
    - Find yourself into the site’s weekly podcasts. Sign up for courses taught by Med School professors. Volunteer at Yale-New Haven Hospital and shadow one of your professors making her rounds. Apply to do fieldwork in Peru with your biochem professor, and perhaps discover new species of fungi and bacteria living in plant tissues. Volunteer at Yale-New Haven Children’s Hospital. Get the scoop on the School’s new home on West Campus.

15. **School of Music**
    - Take advantage of full access to the Irving Gilmore Music Library with 100,000 books and parts for musical performance and study; 45,000 pieces of sheet music; 79,000 books about music; 36,000 LP recordings and compact discs; 11,000 microforms of music manuscripts and scores. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers. Earn a paid choir position with the Yale Schola Cantorum or choral conducting students. (Some students earn these coveted spots all four years.)
Blue Booking.
(When shopping and parties are academic)

Yale is one of the only universities in the country that lets you test-drive your classes before you register. During “shopping period,” the first ten days of each semester, students can visit dozens of classes that interest them to decide which they will actually take. Preparing to shop is a much anticipated ritual in and of itself, called “Blue Booking” (from the days of hard copies, when the blue-covered catalog listing approximately 2,000 courses was dog-eared, highlighted, and Post-It flagged by the start of shopping period). Today, Elis have been known to message each other around the world with word that the new Blue Book is online. Blue Booking takes place around multiple screens, and the making of wish lists of courses is done individually, in small groups of friends, and en masse at parties.

Sunday

**Evening**
I'm just back from a tour of the northeast with my a cappella group. Though we did some Blue Booking together on tour, I still haven’t nailed down my game plan for tomorrow. Neither have my roommates (who hail from places as far-flung as Chicago and Burma and pursue majors ranging from American Studies to Chemistry), so we gather around a few laptops to prepare for a week of shopping.

8:30 am
I head to Hebrew, which I hope will come in handy this summer—I'm applying for a fellowship to do environmental science research at the Weizmann Institute of Science in Rehovot, Israel.

12:30 pm
I grab lunch at Slifka, Yale’s center for Jewish life. Everyone is buzzing about courses, and I learn about a class called Sexuality and Religion that I’m excited to shop tomorrow.

1:30 pm
I head to The Psychology, Biology, and Politics of Food. I wrote a paper on sustainable food systems last semester after spending part of the summer working on a farm, and this class may be a neat way to expand on this work.

3:30 pm
I sneak out of the professor’s amazing lecture because I’ve agreed to meet my roommates in The American Novel since 1945. Our residential college master, Amy Hungerford, teaches the course, and we’re excited to experience it together as proud “Mornets.”

**Before bed**
I cram in some more Blue Booking, just to be sure I haven’t overlooked any possibilities for tomorrow!

Monday

9:00 am
I bike up to Science Hill for a class called Renewable Energy. As we discuss the geopolitical implications of sustainable energy resources, I decide this course is a keeper.

3:30 pm
I race to Sexuality and Religion with Kathryn Lofton. Luckily, I get there on time: Professor Lofton always plays music before class, and the song selections’ theme correlates to the day’s material.

5:00 pm
The afternoon brings more music: I submit an application for Sondheim & American Musical Theater, even though I’m unlikely to find room for this course in my schedule. Last year Sondheim himself made a guest appearance, so I figure it’s an opportunity worth exploring.

5:30 pm
I shop Natural Resources and Their Sustainability, aiming to narrow down the classes I’ll take in my major this semester.

Tuesday

9:30 am
Another early morning, but I really want to take Observing Earth from Space to learn more about satellite imagery.

1:30 pm
Back to Hebrew.

Wednesday

I’m back on my bike, sticking pretty close to Monday’s schedule. But instead of Regional Perspectives on Global Geoscience, I check out Philosophy of Religion—one keeper.

**Thursday**

Today’s schedule is much like Tuesday’s, with the addition of my first lab session for Observing Earth from Space. The director of Yale’s Center for Earth Observation is co-teaching the class, and he introduces us to the satellite imaging technology that we’ll use throughout the semester.

**Friday**

I run around getting my schedule signed by my departmental adviser and my residential college dean. In the end, I’ve decided to register for Renewable Energy, Hebrew, Philosophy of Religion, Observing Earth from Space, and The Performance of Vocal Music.

**Evening**
I head to Slifka for Shabbat family-style dinner, a great weekly gathering. It will be nice to hear about friends’ shopping periods and share our first Shabbat meal of the semester.
Shopping Lists.

Yale’s “shopping period” at the start of every semester allows students to visit classes they might want to take before registering. Here, a few wish lists from recent semesters.

Freshman Seminars are small classes just for freshmen, with some of Yale’s most distinguished faculty members. Some seminars provide an introduction to a particular field of study; others take an interdisciplinary approach to a variety of topics. All seminars provide an intimate context for developing relationships with faculty members and peers.

Directed Studies is a selective freshman interdisciplinary program in Western civilization that includes three yearlong courses—literature, philosophy, and historical and political thought—in which students read the central works of the Western tradition.

Perspectives on Science and Engineering is a lecture and discussion course for selected freshmen who have exceptionally strong backgrounds in science and mathematics. The yearlong course explores a broad range of topics, exposes students to questions at the frontiers of science, and connects first-year students to Yale’s scientific community. Each year, about 75 freshmen are selected based on outstanding admissions records in mathematics and science.

Science and Engineering Undergraduate Research Yale is one of the world’s foremost research universities. Independent scientific research and engineering research and design projects are an integral part of undergraduate science education at Yale. Science students can begin conducting original research as early as the freshman year through access to Yale’s more than 800 faculty laboratories in 43 degree-granting programs in the Faculty of Arts and Sciences, Yale School of Medicine, and Yale School of Forestry & Environmental Studies. And Freshman Summer Research Fellowships provide support for more than 100 science and engineering freshmen each year.

STARS (Science, Technology, and Research Scholars) provides undergraduate opportunities to combine research, course-based study, and development of mentorship skills. The program offers research opportunities and support to students historically underrepresented in the fields of natural science and quantitative reasoning, such as racial and ethnic minorities, women, and the physically challenged. More than 100 students each year participate in the academic year and summer STARS programs.

International Study Understanding the dynamics of a globalizing world begins in the classroom, with studies ranging from international development to statecraft and power, from ethnicity and culture to public health. But Yale recognizes that experience abroad is essential to preparing students for global citizenship and leadership. Such experience may include course work in foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. (See page 60)

Preparing for Medical, Law, or Business School Yale students have an outstanding record of admission to top medical, business, and law schools, but we offer no pre-professional degree programs. Students here prepare for entrance to professional schools (e.g., medicine, business, law) by choosing any one of Yale’s undergraduate majors and working with a Yale adviser who knows what is needed to advance to the next level of education. So, it’s not unusual to find an English or Political Science major going on to medical school or an Environmental Studies or Chinese major going on to law or business school.

Academic Advising is a collective effort by the residential colleges, academic departments, and various offices connected to the Yale College Dean’s Office. Students’ primary academic advisers are their residential college deans, to whom they may always turn for academic and personal advice. College deans live in residential colleges and supervise the advising networks in the college. Students also have a freshman advisor who is a Yale faculty member or administrator affiliated with his or her adviser’s residential colleges. Each academic department also has a director of undergraduate studies (DUS) who can discuss with students the department’s course offerings and requirements for majors.
Eavesdropping on Professors.

(Great minds talk about teaching)

One fall afternoon some of Yale’s (and the world’s) leading thinkers in evolutionary biology, religious studies, literature, psychology, biochemistry, astrophysics, political science, history, and philosophy got together for a conversation. Some knew each other and others did not, but they came to similar conclusions in talking about why they teach, the uniqueness of the Yale undergraduate, and why common notions about large research universities aren’t true here.

People here always say Yale is devoted to undergraduate teaching. How can that be true?

Stephen Pitti “I’ve always loved the fact that at Yale I can present the newest research in my field to our undergraduates. And when I do, their feedback inevitably prompts me to think differently about what I’ve been writing, to change how I present material in future semesters and even rethink my own research questions.

Michael Della Rocca “I find that myself. When I’m teaching, I’m not just teaching philosophy. I’m doing philosophy with the students. I really advance my own research and we come to philosophical insights and conclusions together in the course. One of our biggest strengths in recruiting professors here is the undergraduates. People love teaching them. It’s the drawing card we stress whenever the Philosophy department is trying to recruit a faculty member from another good institution.”

Michael Donoghue “I may be highly unusual in this—being a scientist—but at least half the good ideas I’ve ever had have grown out of teaching. Where you’re faced with some question out of the blue from a student and you say, ‘Well, I’ve never thought about it that way.’ And two weeks later you’re thinking, ‘Wow, I should really think about it that way—that’s really interesting.’ So there is a lot of feedback into the research end for me.”

“People here always say Yale is devoted to undergraduate teaching. How can that be true?”

Karuna Mantena Associate Professor of Political Science

Professor Mantena has taught courses on Indian politics, empire and political thought, postcolonial political thought, and history and politics in the Directed Studies program. Her research interests include modern political thought, modern social theory, the theory and history of empire, and South Asian politics and history. Her first book, Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism (2010), analyzed the transformation of nineteenth-century British imperial ideology. Her current work focuses on political realism and the political thought of M.K. Gandhi.

Recent Courses
Empire and Modern Political Thought; Gandhi and the Politics of Nonviolence; Directed Studies: Historical and Political Thought; Means and Ends in Politics

Meg Urry “It’s not just how smart they are or how hard they work—you can find that at other places—but it’s their cleverness, their thoughtfulness. I teach an intro to physics class. Many of the kids in my class are headed for medical school, so physics isn’t their passion. But I can guarantee that at least once a week I get a question that is just incredibly creative, introducing an idea or thought that I have never had before, and this is from people who aren’t even going to be physicists.”

Christine Hayes “It’s what Michael [Donoghue] said. When I think about what I’m going to teach I often think, ‘What do I want to study with a whole bunch of smart people?’”

Stephen Pitti Professor of History and American Studies; Director of Ethnicity, Race, and Migration Program; Master of Ezra Stiles College

Professor Pitti teaches courses in Latino studies, U.S. history, and related subjects. He is the author of The Devil in Silicon Valley: Race, Mexican Americans, and Northern California (2003) and American Latinos and the Making of the United States (2011), and he is currently writing The World of César Chávez (forthcoming, Yale University Press). He serves on the American Latino Scholars panel for the U.S. Secretary of the Interior and has provided expert testimony on comprehensive immigration reform for the U.S. Congress.

Recent Courses
Mexicans and Mexican Americans since 1848; Radical California; Latina/o Histories
Karuna Mantena “What makes students here appealing to teaching is their genuine enthusiasm. I’ve also noticed how rarely I receive late papers, which I take to be a sign of responsibility and maturity. These qualities allow one to focus on the substance of teaching — how to think through important ideas, events, problems, etc. — rather than on how to motivate interest in a topic.”

I came back and she had finished the entire summer’s project! She’d figured everything out. She’d gotten it all to work. She’d collected all the data she needed. My jaw was hanging down. I thought, ‘Okay, now I have a better understanding of where Yale undergraduates are.’”

Scott Strobel “The beauty of it is watching them take ownership of a project and recognize that it’s theirs to work on creatively and independently. We have undergrads going toe to toe with grad students in the lab. You might say, ‘Well that’s only supposed to be available to grad students,’ but what I’ve seen over and over again is that these Yale undergrads are not afraid to take on hard projects and to take them on in a creative way. Last year, over spring break, we took a group of students to study a rain forest in Peru. Each was given complete autonomy over identifying 15 to 20 plant samples they wanted to collect. They brought them back to the lab and did amazing things with them. On the whole, they discovered several dozen different new species of fungi, many of which have demonstrated bioactivity against pathogens in plants and humans. So these students are able to make not just a creative impact on science but to actually discover things of importance.

Q Why does teaching these students in particular matter to you? If you can find smart, hardworking students at other places, then what makes these students a “drawing card”?

Meg Urry “None of them are one-notes. They are exceptional in many areas. The diversity of their talents makes them incredibly interesting to interact with.”

David Bromwich “The students here have a high average of intellectual alertness. With luck, they bring out that quality in one another, and sustain it in their teachers.”

Michael Della Rocca “I teach in Directed Studies [a yearlong advanced freshman course in Western civilization]. It’s just a lot of fun because you get students with different backgrounds taking subjects they’ve never heard of before. Some of these students are not cut out for philosophy, but they all get into it.”

I came back and she had finished the entire summer’s project! She’d figured everything out. She’d gotten it all to work. She’d collected all the data she needed. My jaw was hanging down. I thought, ‘Okay, now I have a better understanding of where Yale undergraduates are.’”

Christine Hayes “Which connects to what was formulating in my own mind—they are able to do that deep academic research and are also able to apply it to some real world situation. At some of the other places I’ve been, there has been either too much independence and arrogance or too much need of hand-holding. We seem to attract kids who excel at many, many things. They have the right mix of independent intellectual curiosity as well as the ability to work with others, to ask questions, to get help, to be part of a team. You need both—the solitary research and the ability to bring it back and put it together and make something bigger and better with other people.”

Recent Courses
Diversity of Life; Plant Diversity and Evolution; Evolutionary Biology

Michael J. Donoghue
Sterling Professor of Ecology and Evolutionary Biology, Curator of Botany, Peabody Museum of Natural History

Professor Donoghue is a leading authority on biodiversity and the author of more than 200 published papers and several books. He has helped to shape Yale’s Department of Ecology and Evolutionary Biology, providing links among the Peabody Museum, Geology and Geophysics, and Forestry and Environmental Studies. The Donoghue lab team includes undergraduates and graduate students and postdocs, and focuses primarily on plant diversity and evolution.

Recent Courses
Diversity of Life; Plant Diversity and Evolution; Evolutionary Biology

Scott A. Strobel
Henry Ford II Professor of Molecular Biophysics and Biochemistry; Professor of Chemistry

Professor Strobel’s research focuses on biologically critical reactions catalyzed by RNA. His lab explores the recently discovered class of RNA riboswitches that regulate gene expression by binding small molecule metabolites. His work embraces biochemistry, enzyme kinetics, X-ray crystallography, organic synthesis, and molecular biology.

Recent Courses
Rain Forest Expedition and Laboratory; Principles of Biochemistry II

John Merriman
Charles Seymour Professor of History


Recent Courses
European Civilization, 1648–1945; France, 1789–1871; The Dark Years: Collaboration and Resistance in Vichy France
and interest to a broad community. When I described their work to School of Medicine faculty, the faculty lined up to participate in the project with these undergraduates.”

Karuna Mantena The students have a kind of self-direction, the motivation and capacity to really pursue ideas and concerns. Yale provides them with abundant resources to support research, and we—hopefully—provide them the encouragement to keep these projects going. Students use these opportunities to do extraordinary research in Europe, South Asia, and the Middle East.

Marvin Chun “I really think the residential college system is what brings everything together—the small-college feel with world-class university resources. Being a master at Berkeley College has shown me that. It’s impossible to describe in words, but it works in a phenomenal way to ensure that each student receives individual attention.”

John Merriman “Plenty of students come here without a clue what they want to do, and then all these doors open up for them because there are so many opportunities.”

Just like students looking at colleges, as a professor you had a lot of choices too. What brought you here?

Christine Hayes “One of the things that has been so wonderful for me as a teacher at Yale is the ability to teach introductory courses but also seminars outside of class, in activities—because we’re also situated within a larger university that has very active professional schools. The institution I was at didn’t have professional schools. Having the School of Architecture does wonderful things for Yale undergraduates. Having a fantastic School of Music does wonderful things for Yale undergraduates. And they’re all situated close by. That’s something very special about Yale and it gives the Yale undergraduate a completely different kind of experience.”

David Bromwich “I admired the intellectual strength of the English department. I thought Yale had the virtues of a liberal arts college, along with the attractions, and not too many of the drawbacks, of a large research university.”

Michael Donoghue “The other thing that I think is so distinctive are the resources that we have in terms of the museums and the collections that are here. We have actual physical objects that we’re very keen to use in teaching. To be able to expose students to real stuff is a blast. You can read about things in a book, but to hand a kid a 60,000,000-year-old fossil to study is pretty amazing.”

Scott Strobel “I had some nice options so it was very much a choice. But Yale has a combination of things that is somewhat unique. Opportunities to interact with and teach undergrads, which I see as my mission for being

David Bromwich
Sterling Professor of English

Professor Bromwich is an authority on Romantic and modern poetry and on the history of literary criticism. His books include Hazlitt: The Mind of a Critic; about the moral philosopher, critic, and essayist William Hazlitt; Disowned by Memory: Wordsworth’s Poetry of the 1790s; A Choice of Inheritance: Self and Community from Edmund Burke to Robert frost; Politics by Other Means: Higher Education and Group Thinking, which examines the ideological debate over liberal arts education; and Skeptical Music: Essays on Modern Poetry. Hazlitt was a National Book Critics Circle finalist, and Skeptical Music won the 2002 PEN/Spiegelgro-Diamonstein Award as the year’s best book of essays by an American. Professor Bromwich is also a frequent contributor to academic journals, and his reviews and articles have appeared in such publications as The New York Times, The New Republic, and The New York Review of Books. He is currently working on an intellectual biography of Edmund Burke.

Recent Courses
Major English Poets (English 145); Style, Purpose, and Persuasion in Literature; English Literature and the French Revolution; Film and Fiction (co-taught). Lincoln in Thought and Action; The Age of Johnson; Wallace Stevens

Christine Hayes
Robert B. and Patricia Ross Weis Professor of Religious Studies in Classical Judica

Professor Hayes came to Yale from Princeton University, where she was Assistant Professor of Hebrew Studies in the Department of Near Eastern Studies. Her book between the Babylom and Ptolemaic Talmud (Oxford University Press, 1997) received the Yalo Baron Prize, awarded by the American Academy for Jewish Research. Her book Gentle Impurities and Jewish Identities: Intermarriage and Conversion from the Bible to the Talmud (Oxford University Press, 2003) was a 2003 National Jewish Book Award finalist. Professor Hayes spent 2005–2006 at the Yale Law School, and is working on a book entitled What’s So Divine about Divine Law?

Recent Courses
The Bible; Divine Law in Historical Perspective; Exodus 32 and Its Midrashic Development; Judaism: Continuity and Change

Michael Della Rocca
Andrew Downey Ottick Professor of Philosophy

Professor Della Rocca’s areas of interest are the history of early modern philosophy and contemporary metaphysics. He has published dozens of papers in those fields, including “Causing Without Intelligibility and Causation Without God in Descartes” in A Companion to Descartes, ed. Janet Broughton and John Carriero, and “Two Spheres, Twenty Spheres, and the Identity of Indiscernibles,” Pacific Philosophical Quarterly (2005). He is also the author of Spinoza in the Routledge Philosophers series.

Recent Courses
Modern Philosophy from Descartes to Kant; The Philosophy of Spinoza; Monism; Directed Studies: Philosophy

Professor Hayes and Della Rocca are married.

Q

Christine Hayes “One of the things that has been so wonderful for me as a teacher at Yale is the ability to teach introductory courses but also seminars...”
Marvin Chun
Professor of Psychology; Master of Berkeley College

Professor Chun is a cognitive neuroscientist who teaches in the Department of Psychology, the Interdepartmental Neuroscience Program, and the Cognitive Science Program. His research uses functional brain imaging to understand how to improve memory, attention, conscious perception, and decision making. He has been awarded the American Psychological Association’s Distinguished Scientific Award for Early Career Contribution to Psychology in the area of cognition and learning, and received the Troland Research Award from the National Academy of Sciences, often considered the most prestigious early-career honor in the field that can be earned by an experimental psychologist. At Yale, he received the Lex Hixon Prize for teaching excellence in the social sciences. He has also received the DeVane Award for Teaching and Scholarship, the oldest undergraduate teaching prize in Yale College, awarded by the undergraduate members of Phi Beta Kappa. The presentation of the award began with the words “Marvin Chun is the man!” praising Professor Chun for the clarity of his teaching, the excellence of his explanations and demonstrations, and his devotion to his students.

Recent Courses
Introduction to Psychology; Mind, Brain, and Society

Michael Donoghue
“...I am doing, I couldn’t possibly leave.’ Each morning, I wake up and I think, ‘God, I’m lucky because I get to go and teach’ whatever the subject is that day. For me there’s just nothing like it.”

Whether I stand before a classroom full of students or I meet with someone one-on-one, I try to treat each student as somebody who is going to do something very meaningful and influential in life. Our alumni bear that out. This is what energizes me in the classroom. If something I teach lingers with students so that it helps them do the right thing outside of the classroom, that’s my reward.”

John Merriman
“I’ve almost been wooed away to other universities three times during my 40 years here. Once it came down to the wire and I was making my decision in the last hour or two. But there I was teaching my modern French history course to about 150 students, walking up and down the aisle of the lecture hall as I often do, and I thought, ‘What am I doing, I couldn’t possibly leave.’

[Christine Hayes is mentioned, who is praised for her teaching and connection to students.

Meg Urry
Israel Munson Professor of Physics and Astronomy; Director of the Yale Center for Astronomy and Astrophysics

Professor Urry chairs the Physics department. She studies actively accreting supermassive black holes, also known as Active Galactic Nuclei (AGN), and the co-evolution of these black holes with normal galaxies. She came to Yale in 2001 from her tenured position on the senior scientific staff at the Space Telescope Science Institute (STScI), which runs the Hubble Space Telescope for NASA. Using deep imaging with NASA’s three Great Observatories—the Spitzer Space Telescope, the Hubble Space Telescope, and the Chandra X-Ray Observatory—the group has charted the history of supermassive black hole growth throughout the universe. Professor Urry has worked to increase the number of women in the physical sciences, organizing national meetings and chairing the Committee on the Status of Women in Astronomy for the American Astronomical Society. In April 2011, she led the U.S. Delegation to the 4th International Conference on Women in Physics, in South Africa.

Recent Courses
Advanced General Physics; Gravity, Astrophysics, and Cosmology; Perspectives on Science and Engineering (co-taught)
Two, Three, Four, Five Heads Are Better Than One.
(Why Yalies like to learn together)

Brigid Blakeslee with her senior design project teammates (Joshua Ruck and Adam Goone) in the new Center for Engineering Innovation and Design. “We developed a robotic arm for retrieving objects dropped off a boat or dock. Our project benefited from our combined disciplines—mine as an electrical engineer and my teammates as mechanical engineers.”

“Working in a group, I learned a lot about the importance of communicating clearly to bridge differences between disciplines and make the most of our potential. Sharing skills and knowledge, not just through this project or a class, but also in casual conversation in the dining hall, says a lot about the multifaceted community here. You can be chatting with the same people about papers one moment and problem sets the next. I don’t know a single one-dimensional student—everyone has interests and passions outside of their major and values sharing in friends’ interests and passions.” Brigid
Adding to what the world knows is not easy, especially when, at 19 or 20, you haven’t even been in the world that long yourself. But as a former student said, “This is not a mediocre place. Everywhere you turn there’s something incredible to attract your eye. In a more ordinary place, you’re not going to be so startled into thought.” From paintings by Picasso to pterodactyl remains to particle accelerators, Yale provides a treasure trove through which undergraduates chase down new knowledge for themselves and sometimes for the world.

The Secret of a Bird’s-Eye View

Senior Mary “Cassie” Stoddard learned early in her ornithology training that birds can see colors invisible to humans. “A bird’s eye has four types of color-sensitive cones, while humans only have three,” she says. This fourth cone is sensitive to color in the ultraviolet range. As a result, “birds see an intense world of hues we humans can only imagine,” says Stoddard. Stoddard’s design of the TetraColorSpace computer program, which analyzes bird colors in a framework that accounts for the four classes of photoreceptors in bird eyes, is one of the first tools to help understand this evolutionary mystery.

She traces her work back to her freshman year and the Peabody Museum. “In my very first semester at Yale, I was introduced to the Peabody’s extraordinary research collections through Professor Leo Buss’s freshman seminar course Natural History Collections of the Peabody Museum.” That year, Stoddard began two independent research projects that gave her full access to museum specimens and firsthand research experience in evolutionary biology. One of her projects was on bird color in the ornithology lab of Professor Richard Prum. “I have been hooked ever since,” she says.

She and Professor Prum recently used Stoddard’s TetraColorSpace program in their study of New World buntings, one of the first projects to compare modes of color evolution in animals. She presented their findings on avian color at the North American Ornithological Conference in Veracruz, Mexico, and is also the first author of a paper documenting the research, published by American Naturalist.

Recently awarded a Marshall Scholarship for graduate study in the United Kingdom, Stoddard will continue her research on avian color evolution at Cambridge.
Gothic Folly

Architecture in terms of its social agenda is what intrigues Andrew Lee about Strawberry Hill, the architectural folly on the outskirts of London he researched as part of an independent study with the Yale Center for British Art (YCBA). Lee describes Strawberry Hill as “an undistinguished farmhouse transformed into a Gothic confection” by its owner, Horace Walpole. Walpole, who also gave the world the Gothic novel, was the son of England’s first Prime Minister. He is credited in part with launching the Gothic architectural revival of which Strawberry Hill is an iconic example.

“Walpole was interested in the role of style in the formation of identity,” says Lee, “particularly national identity, given the question of whether Gothic or Classical architecture was more appropriate to Britain; and family identity, given eighteenth-century attitudes toward the aristocracy and Walpole’s awkward position as a member of a politically prominent family.” Lee’s work became part of a major YCBA exhibition.

Hands-on in the extreme, the YCBA course allowed Lee to view collections and work with people he never would have met otherwise. In one of two research trips, he spent time at Strawberry Hill with a curator of the Victoria and Albert Museum, who curated the YCBA exhibition. Until recently, Lee was set to pursue a Ph.D. after graduation, but the commercial art world beckons as well. After working with the YCBA’s “seemingly endless collections” and the contacts he’s made, he is ready either way.

Physics’s Noble Cause

Elise Novitski had never done any “real lab work” until she spent the summer after her freshman year in Yale’s A.W. Wright Laboratory. “Once I saw what people were doing, I knew physics was what I wanted to do in life.” She says the toughest thing is to get that first research experience. “What’s different about Yale is they help you start as a freshman and give you money to do it,” she says. That flexibility early in one’s undergraduate career is a big deal because a lot of students go into grad school having done only one type of research. “They’re afraid to try different things because there’s a lot of pressure to accomplish something fast,” says Novitski. Because she started early, she knows the areas of physics she likes and what interesting questions are common to multiple subfields. After earning a summer grant to work on accelerator physics at Cornell, Novitski received funding from Yale through the end of her senior year to “try to make fluids unmix using a laser.” She says research is different from a lot of other extracurricular activities. “You’re part of a team, it’s intellectually engaging, and it has a noble goal—to improve life.”
The Beinecke Rare Book and Manuscript Library—an architectural marvel constructed of translucent white marble that admits light but screens out the sun’s damaging rays—is one of the country’s most important centers for research in primary sources for the humanities.

Lisa Sun is a dancer in the company A Di≠erent Drum and is training to be a Yale Art Gallery Guide. She is a double major in literature and art history.

Opposite page: Professor Martín García-Castro’s lab is in Kline Biology Tower (KBT), Yale’s tallest building, which sits atop Science Hill.

Jonathan Marquez is from Spring, Texas. His main extracurriculars are MAS (Math and Science) Familias, “a group focused on supporting minority involvement in the sciences,” and working as a translator and nutritional counselor at Haven Free Clinic.

Mentorship Matters

Jonathan Marquez came to Yale curious about science and eager to do research alongside some of the world’s most innovative biologists. Four years later, he credits Yale’s selective STARS program for providing an opportunity “to interact with mentors inside and outside of the lab.” One of these mentors is Martín I. García-Castro, an associate professor of Molecular, Cellular, and Developmental Biology. Working daily in García-Castro’s lab, Marquez participates in important discoveries about vertebrate development. “I am involved with several projects using electroporation, where I introduce several kinds of DNA constructs into early chicken embryos to then observe the effects of this DNA in the development of the embryo.”

For Marquez, biology research means “endless creativity in pursuit of knowledge.” He also loves the moment of discovery: “Seeing all the data come together and tell a story about the role of specific genes in development is really special, and the knowledge that you were part of this process is exciting.”

“STARS creates a diverse community of student scientists,” says Marquez. “Mentoring others interested in scientific research has also been a very rewarding part of my experience.” Marquez is so invested in this community and his work that he will remain in New Haven after graduation to complete ongoing lab projects. After that, he hopes to pursue an M.D./Ph.D. with the long-term goal of having his own lab and providing health care to underserved communities.

Encounter at the Beinecke

While taking Modernism and the Avant-Garde, Lisa Sun had a surprising experience among the Beinecke Library’s rare books. She tells the story like this: “One of the poems on the syllabus for my Modernism class was Blaise Cendrars’s ‘La Prose du Transsibérien.’ I first read the poem in a Xerox package of assigned readings, but Professor Poucel promised to show us an original publication of it in the Beinecke. I didn’t think much of this opportunity, presuming that the original publication would resemble all of the old, dusty books I’d seen innumerable times before. But the day we visited the Beinecke, Professor Poucel asked me to help him unfold the deceptive 4 x 6-inch book into a long, poster-sized sheet. As it turns out, Cendrars’s original publication of ‘La Prose’ was featured alongside Sonia Delaunay’s abstract painting, specifically painted for and inspired by Cendrars’s poem. I was fascinated by the collaboration of the two art mediums—the text of the poem and the magnificently colored painting. The Cendrars piece reminded me of a piece by Marcel Duchamp, which also worked within two mediums. I had several enlightening conversations with my professor about the Cendrars and Duchamp pieces. Ultimately, I wrote my final paper on the relationship between ‘La Prose du Transsibérien’ and Duchamp’s Boîte Verte, which I also saw firsthand in the Prints and Drawings Department at the YUAG (Yale University Art Gallery). I found the paper to be rewarding and successful, and it all began with an unexpected encounter with Cendrars’s beautiful piece.”
A nontraditional approach to gaining international experience gives students here access to multiple opportunities to study, research, and intern abroad during their four years. Over and above ordinary financial aid, Yale awards more than $6 million for fellowships, internships, and relief from summer earnings obligations in order to guarantee that every student who wishes will be able to work or study abroad. Beyond these hefty resources is the sheer variety of global experiences students can undertake during school years and summers: study at a major university in another country; field-based or laboratory research; interning with Yale alumni around the world; Yale summer session international courses taught by Yale faculty; or study, work, or service projects of one’s own design. Students are encouraged to begin exploring the globe the summer after their freshman year. Here, eight Elis map a glimpse of the world through pivotal moments and personal definitions of “global citizen.”

“The summer after my freshman year I received Yale funding to go to Savai‘i, Western Samoa, and try to rediscover a bird which had not been seen for more than 130 years. I found myself traveling to one of the island’s most remote valleys with a pig hunter, Tagi’ilima Ioane, who spoke no English. Tagi’ilima and I spent five days together in the forest hiking up rivers. At first we communicated entirely with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with small talk; but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication.

At first we communicated entirely with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication.

As we neared the village Tagi’ilima told a story of his own about how he had gone into town and seen something important on a television there. After much gesticulating and frantic flipping through the dictionary, I figured out what he was describing: the terrorist attacks of September 11, 2001. For me this moment was an amazing juxtaposition of the vast distances between our life experiences and the increasing links in a shared global identity.”

John Mittermeier

Hometown: Abidjan, Côte d’Ivoire (“Technically my home address, although I’m never there. I spend most breaks traveling.”)

Major: History

Yale International Experience

Summers in Samoa and in the Amazonian rain forests of southern Suriname conducting ornithological surveys and collecting specimens for Yale’s Peabody Museum.

Global Citizen “Someone who is conscious of the planet’s vast array of cultural, biological, and economic communities and feels a deep attachment and allegiance to this global diversity.”

Post-Yale Plan A fellowship to return to Suriname to continue his ornithological research.

---

[The photos in this chapter were provided by the students featured, except for Yuefei Qin’s portrait, which was taken by Lisa Kereszi.]
I went to the favela ‘Cidade de Deus’ (City of God) in Rio de Janeiro to visit their community center. After I observed dance and music classes, a volunteer and some of the local children offered to give me a tour of the favela. Strolling through the community, I saw terrible poverty and poor infrastructure, but a vibrant culture and intelligent, charismatic children who deserve more opportunities. Despite the dilapidated homes and clear dichotomy of wealth in Rio, the energy of the people who guided me through the labyrinth streets of Cidade de Deus inspired me to continue pursuing my plans to work to promote economic growth and hopefully improve living standards of similar people in the future.

Samuel

Stephanie Brockman

I went to the favela ‘Cidade de Deus’ (City of God) in Rio de Janeiro to visit their community center. After I observed dance and music classes, a volunteer and some of the local children offered to give me a tour of the favela. Strolling through the community, I saw terrible poverty and poor infrastructure, but a vibrant culture and intelligent, charismatic children who deserve more opportunities. Despite the dilapidated homes and clear dichotomy of wealth in Rio, the energy of the people who guided me through the labyrinth streets of Cidade de Deus inspired me to continue pursuing my plans to work to promote economic growth and hopefully improve living standards of similar people in the future.

Stephanie

As an international student from China, I always wondered how my Western education would fit into the Oriental traditions and help me best contribute to my society. My experience at Intel China helped me solve the puzzle. The Chinese market has very unique sociopolitical and economic characteristics, while Intel is a well-established Western company. Working with both Chinese and American colleagues at its headquarters in China, I witnessed how Intel has successfully tailored itself to coexist harmoniously, and would in a way that makes it a very inviting place.

Yuefei Qin

As an international student from China, I always wondered how my Western education would fit into the Oriental traditions and help me best contribute to my society. My experience at Intel China helped me solve the puzzle. The Chinese market has very unique sociopolitical and economic characteristics, while Intel is a well-established Western company. Working with both Chinese and American colleagues at its headquarters in China, I witnessed how Intel has successfully tailored itself to coexist harmoniously, and would in a way that makes it a very inviting place.

Yuefei

I went to the favela ‘Cidade de Deus’ (City of God) in Rio de Janeiro to visit their community center. After I observed dance and music classes, a volunteer and some of the local children offered to give me a tour of the favela. Strolling through the community, I saw terrible poverty and poor infrastructure, but a vibrant culture and intelligent, charismatic children who deserve more opportunities. Despite the dilapidated homes and clear dichotomy of wealth in Rio, the energy of the people who guided me through the labyrinth streets of Cidade de Deus inspired me to continue pursuing my plans to work to promote economic growth and hopefully improve living standards of similar people in the future.

Samuel

Stephanie Brockman

I went to the favela ‘Cidade de Deus’ (City of God) in Rio de Janeiro to visit their community center. After I observed dance and music classes, a volunteer and some of the local children offered to give me a tour of the favela. Strolling through the community, I saw terrible poverty and poor infrastructure, but a vibrant culture and intelligent, charismatic children who deserve more opportunities. Despite the dilapidated homes and clear dichotomy of wealth in Rio, the energy of the people who guided me through the labyrinth streets of Cidade de Deus inspired me to continue pursuing my plans to work to promote economic growth and hopefully improve living standards of similar people in the future.

Stephanie

As an international student from China, I always wondered how my Western education would fit into the Oriental traditions and help me best contribute to my society. My experience at Intel China helped me solve the puzzle. The Chinese market has very unique sociopolitical and economic characteristics, while Intel is a well-established Western company. Working with both Chinese and American colleagues at its headquarters in China, I witnessed how Intel has successfully tailored itself to coexist harmoniously, and would in a way that makes it a very inviting place.

Yuefei Qin

As an international student from China, I always wondered how my Western education would fit into the Oriental traditions and help me best contribute to my society. My experience at Intel China helped me solve the puzzle. The Chinese market has very unique sociopolitical and economic characteristics, while Intel is a well-established Western company. Working with both Chinese and American colleagues at its headquarters in China, I witnessed how Intel has successfully tailored itself to coexist harmoniously, and would in a way that makes it a very inviting place.

Yuefei
Andrew Dowe
Hometown: Tampa, FL
Majors: African American Studies, Women’s, Gender, & Sexuality Studies
Yale International Experience
Spent a fall semester studying in Paris.

Global Citizen: “Global citizens strive to expand their perspectives beyond geographical limitations through active engagement with other peoples and cultures.”

Post-Yale Plan: “Spend a year teaching either in the U.S. or abroad before applying to graduate school to earn a Ph.D.”

Andrew Dowe

“The first time I traveled outside of France while studying in Paris, the extreme discomfort of being unable to communicate with most of the people around me as well as the very perceivable cultural disconnect brought me to realize how comfortable I had become in Paris. At the same time, I was reminded of the importance of self-conscious travel and understanding to developing more complete world views. One of the most significant lessons of studying abroad was the importance of exploring outside my comfort zones.”

Andrew Dowe

“Last year I had the opportunity to travel by myself through Europe and Asia. There were several moments during my solo travels which made me feel very unrooted, independent, and free: ordering food in countries where I did not speak the language; carrying all of my belongings on my back; sleeping overnight on trains and buses. There is something about traveling on a shoestring which makes you reevaluate your priorities. You feel dirty and unkempt, but eventually that all goes away, and you care more about what you see and less about how others see you.”

Lucas O’Connor

Flora Elena Mendoza

“I was monitoring elections in Mauritania with another Yale student and a Mauritanian national who was working for the U.S. Embassy. We were in a small town, surrounded by miles and miles of sand, and were spending the night in order to begin election monitoring first thing the following day. That next morning, we woke up before the sun and arrived at the polls by 6:30 a.m., a half an hour before they were scheduled to open. The polling station was a one-room schoolhouse made out of old wooden boards, located near the only paved road in the town.

As our SUV pulled up to the polls, I was absolutely shocked by what I saw: almost a hundred men and women (but mostly women), dressed in colorful robes, waiting quietly in line to vote. The turnout was unbelievable, especially given the small size of the village we were in, and made me reflect upon how seriously the Mauritanian people took their civic responsibilities. It reflect upon how seriously the Mauritanian people take their civic responsibilities. It was inspiring and I wished that I could take some of the Mauritanians’ energy and passion back with me to the United States.”

Lauren Harrison

Lauren Harrison
Hometown: Orchard Park, NY
Majors: African Studies and International Studies (now Global Affairs)
Yale International Experience
Conducted election oversight in Mauritania; spent a month during the summer after her sophomore year in Morocco, then in Mali doing independent research; studied in Paris the fall semester of her junior year.

Global Citizen: “In my mind, a passion for learning about other countries, other languages, other cultures is what makes someone a truly ‘global citizen.’”

Post-Yale Plan: “A career in international diplomacy, though I don’t quite know where my path will take me. Most likely, I’ll work for a year or two post-graduation before returning to graduate school, perhaps for an advanced degree in international relations or diplomacy.”

Flora Elena Mendoza
Hometown: Milford, PA
Major: Latin American Studies with Humanities
Yale International Experience
Studied in Buenos Aires junior year and won a fellowship that allowed her to participate in local excursions and an extended service trip with NGO LIFE Argentina.

Global Citizen: “Someone who is informed, contextualizes his or her own experience in relation to the rest of the world, and is committed to the overall well-being – political, environmental, socioeconomic, and ethical – of the earth and its inhabitants.”

Post-Yale Plan: “I would like to move to New York and work for some kind of foundation or not-for-profit while pursuing a performance career in opera and musical theater.”

Flora Elena Mendoza
Gaining Perspective
Aaron arrives at Yale with dual interests in politics and education, and the hope to someday return to Los Angeles to "work toward a vision for the city." But first he has to get some historical and global perspective. He takes a freshman seminar with Cold War historian John Gaddis and a seminar, "Imagining the Iraq War," taught by New Yorker journalist Sarah Stillman and U.S. Army officer Robert Chamberlain. "They took us on a whirlwind journey of military tactics, philosophy, journalism, history, and politics. After class every week, we went out for sushī and continued the conversation."

Policy Practice
Aaron spends the summer in Washington, D.C., on a Yale-funded internship with the House Committee on Foreign Affairs. Researching and writing policy memos, he synthesizes previous intellectual exposure to politics with some real-life practice.

Panoramic Views
Aaron recruits three students to help overhaul Classroom Compass and founds an education technology start-up, Panorama Education. He also gains faculty support from education expert John Bryan Starr, who will become his senior project adviser.

Recoding Education
Aaron Feuer
Residential College
Erza Stiles
Major Political
Science

Educational Programming
The summer after freshman year, Aaron combines his commitment to education with a talent for coding and programming, building a computer system, Classroom Compass, that will survey L.A. public school students about their classes and provide feedback to teachers. The project is funded through two Yale fellowships and occupies Aaron's evenings while he works for an L.A. legal services organization by day.

Connect the Dots.
(Three seniors find their careers through Yale’s network of resources)

Duty above Self
Sophomore year, Aaron enrolls in a seminar with retired U.S. Army General Stanley McChrystal, who "showed me what real devotion to duty above self looks like." With a Yale community outreach group, he teaches health education classes in the New Haven public schools while continuing to promote use of Classroom Compass in L.A.

Grand Grill Session
As a junior, Aaron puts this practical experience to good use in "Grand Strategy," Professor Ruddick’s international policy course. "My group presented a radical proposal for responding to the Arab Spring: funding high-tech start-ups as a vehicle for cultural change. Halfway through our presentation, Senator John McCain walked in and started grilling us. That was fun."

“At Yale, I’ve taken seminars with extraordinary people who pursued public service from totally different angles. That’s how I realized that running a start-up is a valid public service path and, for me, the most effective one.”

Double Duty
Aaron finds himself a college senior and CEO of a fast-growing start-up. By March, Panorama Education is collaborating with three state governments, a number of major school districts, and Teach for America. Following graduation, Aaron hopes to grow the team to nine full-time employees and is looking ahead to a new platform that will further transform how schools use data.

Gaining Perspective
Aaron arrives at Yale with dual interests in politics and education, and the hope to someday return to Los Angeles to “work toward a vision for the city.” But first he has to get some historical and global perspective. He takes a freshman seminar with Cold War historian John Gaddis and a seminar, “Imagining the Iraq War,” taught by New Yorker journalist Sarah Stillman and U.S. Army officer Robert Chamberlain. “They took us on a whirlwind journey of military tactics, philosophy, journalism, history, and politics. After class every week, we went out for sushī and continued the conversation.”

Policy Practice
Aaron spends the summer in Washington, D.C., on a Yale-funded internship with the House Committee on Foreign Affairs. Researching and writing policy memos, he synthesizes previous intellectual exposure to politics with some real-life practice.

Panoramic Views
Aaron recruits three students to help overhaul Classroom Compass and founds an education technology start-up, Panorama Education. He also gains faculty support from education expert John Bryan Starr, who will become his senior project adviser.

Recoding Education
Aaron Feuer
Residential College
Erza Stiles
Major Political
Science

Educational Programming
The summer after freshman year, Aaron combines his commitment to education with a talent for coding and programming, building a computer system, Classroom Compass, that will survey L.A. public school students about their classes and provide feedback to teachers. The project is funded through two Yale fellowships and occupies Aaron’s evenings while he works for an L.A. legal services organization by day.

Duty above Self
Sophomore year, Aaron enrolls in a seminar with retired U.S. Army General Stanley McChrystal, who “showed me what real devotion to duty above self looks like.” With a Yale community outreach group, he teaches health education classes in the New Haven public schools while continuing to promote use of Classroom Compass in L.A.

Grand Grill Session
As a junior, Aaron puts this practical experience to good use in “Grand Strategy,” Professor Ruddick’s international policy course. “My group presented a radical proposal for responding to the Arab Spring: funding high-tech start-ups as a vehicle for cultural change. Halfway through our presentation, Senator John McCain walked in and started grilling us. That was fun.”

“At Yale, I’ve taken seminars with extraordinary people who pursued public service from totally different angles. That’s how I realized that running a start-up is a valid public service path and, for me, the most effective one.”

Double Duty
Aaron finds himself a college senior and CEO of a fast-growing start-up. By March, Panorama Education is collaborating with three state governments, a number of major school districts, and Teach for America. Following graduation, Aaron hopes to grow the team to nine full-time employees and is looking ahead to a new platform that will further transform how schools use data.

To the Dots.
(Three seniors find their careers through Yale’s network of resources)
“At dinner with my writing class, author Gay Talese told me that ‘the definitive New Yorker article on Nepal has not yet been written. You should write it.’ I realized then that my proclivity for going places and caring about communities that other people don’t necessarily flock to gives me a lot of power and responsibility to tell those stories.”

Later that year, Sanjena attends a Master’s Tea and dinner with Louise Story, Yale alumna and award-winning business reporter for the New York Times. Having only recently joined the Yale Daily News, Sanjena is new to journalism, but “I remember thinking how much I respected the way Story was talking about the world.”

Sanjena leaves the YDN for the Yale Globalist, a magazine that reports on international issues. “The Globalist was my perfect home: it melded writing and travel, literature, and a fascination with global politics.” A spring break outreach trip to Tiahuanaco, Bolivia, yields a Globalist story on the tiny indigenous Aymara community. After a Globalist trip to Turkey in May, Sanjena spends the summer studying gender disparity and economic development in rural Nepal on a Yale Summer Research Fellowship.

Sanjena finishes her senior year by staying connected with author Anne Fadiman and talks about the world. “At dinner with my writing class, author Gay Talese told me that ‘the definitive New Yorker article on Nepal has not yet been written. You should write it.’ I realized then that my proclivity for going places and caring about communities that other people don’t necessarily flock to gives me a lot of power and responsibility to tell those stories.”

He also gains admission to the Humanities and Medical Program at the Icahn School of Medicine at Mount Sinai, which guarantees medical school acceptance to 10 college juniors. Omar spends the summer in an eight-week intensive study program at Icahn, exploring science and clinical disciplines and getting to know the other students in his cohort.

“Because Yale offers so many interdisciplinary programs, like Global Health Fellows, I’ve developed the skills necessary to apply diverse, creative strategies to pressing global concerns.”

Sanjena Sathian
Journalist
Global

Healing
the World
Omar Njie
Residential College
Silliman
Major Global Affairs

Off She Goes
Sanjena has landed a coveted summer at the Boston Globe—a reporting opportunity made possible by her experience at the Post-Gazette. Afterward, she is considering a move to India to pursue a career in foreign correspondence. She is also likely to continue work with her creative writing advisor, author John Crowley.

Going Global
Sophomore year, Sanjena leaves the YDN for the Yale Globalist, a magazine that reports on international issues. “The Globalist was my perfect home: it melded writing and travel, literature, and a fascination with global politics.” A spring break outreach trip to Tiahuanaco, Bolivia, yields a Globalist story on the tiny indigenous Aymara community. After a Globalist trip to Turkey in May, Sanjena spends the summer studying gender disparity and economic development in rural Nepal on a Yale Summer Research Fellowship.

Making Connections
As a junior, Sanjena takes a seminar with author Anne Fadiman and talks at length with New Yorker writers Ian Frazier, Adam Gopnik, and Gay Talese. Come spring, the Globalist staff travels to Chile, where Sanjena reports on the mining industry. She also wins a Yale fellowship to intern at the Pittsburgh Post-Gazette that summer. “It cemented my interest in reporting.”

Write and Think
Freshman year, a course called “Understanding Bollywood” connects Sanjena with her Indian background, an important mentor, and her true desire to become a writer. “My professor, visiting scholar Ashish Chadha, told me, ‘I think you’re the kind of person who’s either going to be a journalist or an academic.’ That sounds reductive, but it wasn’t. It was so clarifying. In high school, teachers would say, ‘you’re smart, be a lawyer!’ Or, ‘you have really sharp opinions on politics, go do that.’ But Professor Chadha just looked at me and said, ‘you like to write and think.’”

Just for Fun
Sanjena wraps up two senior essays: a creative fiction piece and a research paper on Zadie Smith. (One required, the other just for fun!)
Places.
Yale, like Ulysses, is part of all that she has met, part of all the scholars and students who have trod paths of learning across her campus, of their ideals and accomplishments, and of their lives and times...

*Whitney Griswold, President of Yale University, 1950–1963*
“Among the nation’s oldest universities, Yale is the one most firmly embedded in its city and defined by its architecture. Our campus is a living history of the architecture and urbanism of its three centuries in New Haven, and home to the work of some of the world’s greatest architects. From the modest red brick college of the eighteenth century to the secret courtyards and gardens of James Gamble Rogers and the great modern works of Louis I. Kahn, Eero Saarinen, Philip Johnson, Cesar Pelli, and Frank Gehry, the struggle to balance collective identity and individual expression is represented in Yale’s buildings, which in their totality represent the essential struggle of life in a democracy.”

Robert A. M. Stern
Dean and J. M. Hoppin Professor of Architecture

Harkness Memorial Tower
The height of tradition at Yale (216 feet and 284 steps to the roof), the tower's cornerstone was dedicated in 1917 exactly 200 years after the first stone for the first Yale building in New Haven was placed. Designed by James Gamble Rogers and completed in 1921, Harkness holds a 54-bell, 43-ton carillon run daily by students in the Yale University Guild of Carillonneurs. Statues of Elihu Yale and others plus four student-gargoyles keep watch from on high.
Students begin and end their time at Yale where Yale itself began. Most freshmen live here in the residences that border Old Campus, which is also where their commencement takes place four years later.
Malone Engineering Center

Built in 2005 according to state-of-the-art sustainable building standards, the Center adds considerably to Yale’s engineering facilities. The building, designed by Cesar Pelli (of Pelli Clarke Pelli Architects), a former dean of the Yale School of Architecture, houses undergraduate teaching labs and the University’s Department of Biomedical Engineering.
Completed in 1930, Sterling Memorial Library was designed by James Gamble Rogers. Rogers called the building “as near to modern Gothic as we dared to make it.” Made up of fifteen stack levels and eight floors of reading rooms, offices, and work areas, the library is devoted primarily to the humanities and social sciences.
Connecticut Hall The oldest building on campus, a Georgian among the Gothic, opened as a dorm in 1752 and is a National Historic Landmark. Nathan Hale (B.A. 1773)—that’s him, on guard outside—was one of its early residents.

Yale University Art Gallery One of the country’s oldest college art museums got its start in 1832 with 100 Revolutionary War paintings. Now it’s noted for the depth and range of its collections. The main building is itself a modernist masterwork designed by Louis Kahn (faculty 1947–57). It was the first notable design of Kahn’s career and sits across the street from his final work in the United States, the Yale Center for British Art.
Noah Webster Lived Here.

(Bumping into history at Yale)

It’s where presidents past and possibly future mingle with the inventor of the submarine, film stars, Nobel Prize winners, great thinkers, and that grouchy boss from The Simpsons. You’ll never walk alone on Yale’s campus, because 300 years of alums are right there with you. Sometimes they leave an obvious sign. Sometimes you just find the connections on your own. Attend a party in one of the two courtyards at Davenport College, where cartoonist Garry Trudeau and President George W. Bush served on a D’port party committee as students and later defined the yin and yang of their generation’s politics. Or check out the doors of Yale Law School. Over them are sculptures of snoring professors and drunken lowlifes; through them went future presidents (Ford and Clinton), Supreme Court justices, and authors (including Stephen L. Carter, who now teaches there). Or you could just stand in the middle of Old Campus, think of all those past students brushing by on their way to changing the world, and figure what intriguing mark you’ll leave behind.

After Webster, Eli Whitney and Samuel Morse lived in Connecticut Hall (right), built in 1755–56; another historic roommate was Nathan Hale, B.A. 1773, executed as a spy and known for having said, “I only regret that I have but one life to lose for my country.”

Silliman College (left) marks the spot where word-meister Noah Webster’s house once stood. Webster, B.A. 1778, who roomed in Connecticut Hall as a student, formed the first musical band at Yale, which lasted one week until “artistic differences” involving a long march with George Washington to Cambridge broke them up.

Osborn Memorial Labs (below right) now occupy the nineteenth-century castle where Professor E.L. Tatum and his young graduate student, Joshua Lederberg, made the discoveries about recombinant genes that won them a share of the 1958 Nobel Prizes and opened the way for the biotech industry.

Branford College (below center) decorates its entries with the names of famous Yalies, including James Fenimore Cooper, who was admitted at 13 and expelled a few years later after several pranks, possibly including a donkey and a professor’s chair. (Maybe he couldn’t help it – Cooper’s older brother was expelled from Princeton after “someone” blew up a campus hall.)
For well over a decade Yale and New Haven have been creating the template for the 21st-century city, investing in an urban renaissance that has become a national model. While the founders of New Haven and Yale might not recognize the modern university or the cosmopolitan college town, they would recognize the cooperation between the two neighbors as Yale moves into its fourth century. In the words of former Yale President Richard C. Levin, a thirty-five-year resident of New Haven, this city is “large enough to be interesting, yet small enough to be friendly.” Welcome to the new New Haven.

“A textbook case of city planning: Nine perfect squares—a geometry of profound truth. New Haven was planned by founders who believed in the recurring pattern of Providence. In 1639, they laid out a grid of blocks around a central commons, a tangible expression of their belief. The next step was a college to train the leaders of future generations. The pattern held true: their college would become paramount in preparing leaders, amid a setting carefully planned as a tangible expression of the power of the mind and soul. See Yale in New Haven: Architecture and Urbanism (Yale University, 2004)"

“Downtown New Haven has been transformed over the last five years from Yale’s mundane backyard into a vibrant neighborhood of shops, theaters, and restaurants.”

The New York Times, 2005
Elm City Run.

“I’m never more aware of how much New Haven has to offer than when I’m on a run. Because I’m on the track team, I run a lot. Every run, we basically circle the entire city. So the city’s size is manageable enough that if you want to go to East Rock, or even West Rock, you can leave the city for your run and then return. On a single run you can pass the neighborhoods that are nicest if you go down Hillhouse. Then you can go out to Dixwell and come back around. You can go by the port and the receiving terminal that smells like asphalt, so that’s really industrial. You can go by hayfields and cows, clubs and museums. You can find trails to run on. Some parts are fantastic, and other ones present you with a challenge, but either way it’s really fun. Because the city is this perfect size, you see this whole image of so many kinds of life and landscape. You can leave campus and return with renewed vigor, because you see so many things along the way.”

Dan

Dan Serna runs Varsity Track and Field. Left to right: Leaving Timothy Dwight College; Whitney Avenue shopping district; fresh flowers on Whitney; ascending Science Hill; East Rock neighborhood; crossing the Mill River; entering Hamden, CT, at the top of East Rock Park (also above).
Here, There, Everywhere.

(Fourteen students, two simple questions, thirty countries on six continents)

Where are you from?
Where have you been?

One random sampling of students walking through campus were asked these questions. Their answers reveal Yale as a cosmopolitan crossroads where students receive an education in global fluency. Yalies become highly skilled at crossing boundaries. They speak multiple languages and quickly adapt to new environments. The global world becomes accessible, known, experienced. With such experience Yalies can pursue any ambition anywhere in the world.

"I'm from Marist, Georgia. The summer after my sophomore year, I was a project supervisor in Mexico for the 1960 Amigos de las Américas. The next summer I interned in Seoul, South Korea, at a social welfare center, working with North Korean refugees. Then I spent my spring semester junior year in Jordan studying Arabic language and culture. Elizabeth Kim, American Studies Major"

"I'm from Chicago, Illinois. During the summer after my sophomore year, I studied abroad in New Zealand and Australia with a rainforest conservation and natural resource management program." Emmanuel Ramirez, Psychology Major

"I'm from Washington, D.C. The summer after freshman year I interned with a Ugandan microfinance company. After sophomore year I had an internship at the British Parliament in London. Next fall, I will spend the semester studying in Copenhagen." Kevin Oladunjoye, History Political Science Major

"I'm from Owensboro, Kentucky. I spent a year and a half studying in Beijing through the Yale-Peking University joint program, as well as a summer Richard U. Light Fellowship. While I was there I hosted a television show and met Herbie Hancock and Hillary Clinton among other guests." Kevin Oladunjoye, History Political Science Major

"I am from Austria. I've also lived in Germany and Connecticut. I went to boarding school in the United Kingdom and took my gap year in Shanghai, China. Since coming to Yale, I did the Yale-Peking University program during my spring semester sophomore year. Next fall I will spend the fall semester in Paris." Olympia Audo, Political Science Major

"I'm from Irving, Texas. The summer after my sophomore year, I studied film in Paris, Munich, and London. I also went to Japan to study the language during my first Yale summer. Next fall, I will spend the semester at the Film and Television School of the Academy of Performing Arts in Prague." Jason Cody Daylou, Film Major

"My current home city is Durban, South Africa, but I was born in Rwanda. I've also lived in Kenya, the Democratic Republic of Congo, Mozambique, and Swaziland. While at Yale, I studied French in Paris the summer after my junior year. This coming summer I will go to Malawi to conduct research on the perceptions of health and health care among refugees in a refugee camp there." Sandra Gisimahoro, History of Science/History of Medicine Major

"I was born in Amman, Jordan. But now my family lives in Illinois. The summer after my junior year, I went to the UK to study public health policy, Gothic architecture, and art at Cambridge University. I also went to Port-au-Prince, Haiti, to work with Haitians displaced by the earthquake." Osama Zayyad, Molecular Biophysics and Biochemistry Major

"I'm from McAllen, Texas. This summer I will be studying Portuguese and diving into the vibrant culture of Brazil while living in Rio de Janeiro through a Yale Summer Study course." Stephanie Carvilles, American Studies Major

"I'm from Radlands, California. I've studied Italian in Italy on Yale's Summer Study Program, and next fall I will be going to Pune, India, taking courses and doing research in environmental studies." Victoria Montesano, Environmental Studies Major

"I'm from Buffalo, New York, but I've also lived in the Philippines. I've spent two summers in St. Petersburg studying Russian language and culture." Joe Bolognese, Economics and Math Major

"I'm from New York City. Spring break of my freshman year I got to tour and perform in Milan, Lugano, and Zurich as a member of the a cappella singing group Yale Alley Cats." Sho Matsuzaki, Computing and the Arts Major

"I'm from Holliston, Massachusetts. During my freshman spring break, I led workshops in literacy and theater for children in Guatemala City, Guatemala. This summer, I'm going to Japan on a grant to do a monthlong intensive in traditional Japanese dance and theater." Laurel Dunn-Hammer, Theater Studies Major

"I'm from Los Angeles, California. The summer before my junior year I won the John Thallon Prize for Summer Study—an 8-week fellowship to Pembroke College, Cambridge University, in the UK. My research focused on international finance and business." Brandon Leon, Ethics, Politics, and Economics Major

"I was born in Amman, Jordan, but now my family lives in Illinois. The summer after my junior year, I went to the UK to study public health policy, Gothic architecture, and art at Cambridge University. I also went to Port-au-Prince, Haiti, to work with Haitians displaced by the earthquake." Osama Zayyad, Molecular Biophysics and Biochemistry Major

"I'm from McAllen, Texas. This summer I will be studying Portuguese and diving into the vibrant culture of Brazil while living in Rio de Janeiro through a Yale Summer Study course." Stephanie Carvilles, American Studies Major

"I'm from Radlands, California. I've studied Italian in Italy on Yale's Summer Study Program, and next fall I will be going to Pune, India, taking courses and doing research in environmental studies." Victoria Montesano, Environmental Studies Major

"I'm from Buffalo, New York, but I've also lived in the Philippines. I've spent two summers in St. Petersburg studying Russian language and culture." Joe Bolognese, Economics and Math Major
Pursuits.
...and the youthful society thus formed had promptly and enthusiastically set to work to create its own system of self improvement, a second or social curriculum.

Yale: A Short History, by George W. Pierson
Yale's first gym was built in 1826. By the mid-1800s an athletic tradition “dominated the undergraduate horizon, and epic victories were celebrated with bonfires under the elms, as the classes roared out their glories from their appointed perches on the old Yale fence,” wrote George Pierson in his history of Yale. The Bulldogs of today—both men and women—compete on 33 NCAA Division I teams made up of junior-varsity-level players to All-Americans. Yale also offers student-run club sports and one of the most extensive and popular intramural programs in the country. And the fans roar their glories (that's fight song in modern parlance)—including Cole Porter’s “Bulldog!”—as loud as ever.

Mission
“Part of a [liberal education] is constituted by those challenging and pleasurable experiences and extra-curricular activities—like varsity and recreational athletics—that enable an individual to give fuller force to academic training…. Learning how to strive to win, to compete with pride and honor, to make sacrifices, to persevere when all seems lost, and to develop a sense of obligation and responsibility for others are the lessons that make athletics a school for accomplishment and character.”

—Excerpted from the Yale Athletics Mission Statement

Recent Ivy League Championships
- Golf (M and W)
- Field Hockey
- Ice Hockey (M)
- Lacrosse (M)
- Coed Sailing
- Squash (M and W)
- Tennis (W)
- Volleyball (W)

12 Nationally Ranked Teams
- Heavyweight Crew
- Lightweight Crew
- Crew (W)
- Fencing (M and W)
- Ice Hockey (M)
- Lacrosse (M)
- Coed Sailing
- Sailing (W)
- Squash (M and W)
- Tennis (W)

“The Game”
Even for those who don’t count themselves as sports fans, “The Game” is one of the most anticipated events every year. Since 1875, the Yale Bulldogs and Harvard Crimson have met more than 120 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, its location alternates between the Yale Bowl and Harvard Stadium.
200+ Olympians
More than 200 Yale players and coaches have taken part in modern (post-1980) Olympic competitions, winning 114 medals, 55 of them gold. At the 2008 Summer Games in Beijing, fencer Sada Jacobson ’06, who won silver and bronze medals for the United States, was one of six Els competing. At the 2010 Winter Games in Vancouver, Natalie Babony ’06 skated on the Slovakian women’s ice hockey team. Yale was represented at the 2012 Summer Games in London by one coach and seven alumni athletes, including Taylor Ribble ’10, who won gold rowing on the U.S. women’s eight team; Ashley Brzoza ’04, who won silver with the Canadian women’s eight; and Charlie Cole ’10, who won bronze with the U.S. men’s four team. Most recently, at the 2014 Winter Games in Sochi, Phoebe Staenz ’17 won bronze as a member of the Swiss women’s ice hockey team.

Handsome Dan
(1889–present)
Yale was the first university in the United States to adopt a mascot, and to this date, none is better known than Handsome Dan. The tradition was established by a young gentleman from Victorian England, who attended Yale in the 1890s. The original’s 16 successors have been the intimates of deans, directors, and coaches. One was tended by a head cheerleader who went on to become the Secretary of State.

Yale Bowl
A spectacular football stadium seating more than 60,000, the Bowl is surrounded by first-rate facilities for indoor and outdoor tennis, lacrosse, rugby, soccer, field hockey, softball, baseball, and track and field.

Reese Stadium
With seating for more than 1,700, Reese is home to the men’s and women’s soccer teams in the fall, and to the men’s and women’s lacrosse teams in the spring.

Yale's 2,000-meter track and field.

Johnson Field
A 750-seat synthetic turf complex housing the field hockey team. It is adjacent to the William O. DeWitt Jr. ’63 Family Field, home of Yale softball.

Championship Golf Course
Yale’s own championship golf course, voted #1 College Golf Course in America by Golfweek magazine in 2012, is a short distance from the other athletic facilities, in the Westville section of New Haven.

Gilder Boathouse
The Gilder Boathouse, a 22,000 square foot state-of-the-art facility on the Housatonic River, stretches south to the finish line of Yale’s 2,000-meter race course.

The Melky Family Sailing Center
at Yale University
Home to Yale’s coed and women’s varsity sailing teams, the center houses a fleet of twenty-four 420 racing dinghies, as well as FJs, Lasers, and three safety launches.

Facilities
Payne Whitney Gymnasium
At 12 acres, the largest gym in the nation and the second-largest in the world (second only to a gym in Moscow that was modeled after Yale’s).

David S. Ingalls Rink
Seats more than 3,000 and is home to Yale’s varsity men’s and women’s hockey teams. The rink is also available for recreational ice skating and instruction, and intramurals.

Intramurals
See page 23
State of the Arts.
(Playing a major role whether you’re an arts major or not)

Whether you want to become a professional artist, continue a passion, try something new, or simply immerse yourself in appreciating great theater, music, dance, films, and exhibitions, a spectacular array of options awaits you at Yale. Major or take courses in Architecture, Art, Computing and the Arts, Film Studies, Music, or Theater Studies. Tap into the extraordinary resources of Yale’s Digital Media Center for the Arts, Yale University Art Gallery, Yale Center for British Art, and world-class professional schools of Art, Architecture, Drama, and Music. Outside the classroom there are some 50 to 60 officially registered campus-wide arts groups, troupes, ensembles, societies, and publications. These organizations cater to such disparate interests as belly dancing, classical chamber music, Chinese calligraphy, and fashion design. Many—like the Yale Glee Club, the Yale Dramatic Association (the Dramat), the Yale Concert Band, and a cappella groups—are part of the long-established, deeply rooted history and lore of Yale College. Within this vibrant creative life, students have the freedom to create something totally new even as they become part of Yale’s legendary arts tradition.

David Martinez belongs to Trumbull College and is majoring in Political Science and Music. His extracurricular activities include theater, a cappella, and swimming.

Will Turner is in Timothy Dwight College and is from Tampa, Florida. He is a member of the Baker’s Dozen, an a cappella group.

Michael Knowles of Davenport College is a contributing reporter for the Yale Daily News and a member of the Yale Dramat and the Freshman Class Council. He is also a staff writer for Insider’s Guide to the Colleges.

Isabel Siragusa is a Theater Studies major in Davenport College. She participates in the Dramat, Yale Drama Coalition, Eating Concerns Health and Outreach, and Reach Out—the Yale College Partnership for International Service.

Ming-Toy Taylor is in Timothy Dwight College and is undecided about her major. She participates in theater, tutoring, Roosevelt Institution, and intramurals.

Emily Zenda of Saybrook College is majoring in Psychology and Theater Studies. In addition to participating in Heritage Theater Ensemble and the Yale Dramat, she is involved with the Afro-American Cultural Center.

Kelsey Sakimoto is a Chemical Engineering major in Ezra Stiles College. He participates in the Yale Concert Band, Yale Precision Marching Band, Ezra Stiles College Wind Ensemble, Davenport Pops Orchestra, and Yale University Jazz Collective.

Mallory Baysek of Branford College is majoring in Classics and Humanities. Her extracurriculars include theater, serving on the Yale Dramat Board, and working at Yale’s Marsh Botanical Garden.

Sam Tsui is a Classical Studies major in Davenport College. He participates in the a cappella group the Duke’s Men, Yale Baroque Opera Project, and the Dramat. He is also a Yale tour guide.

Known as the Dramat, the Yale Dramatic Association is the second-oldest college theater association in the country and the largest undergraduate theater organization at Yale. Here, the group performs How to Succeed in Business Without Really Trying at the Yale School of Drama’s University Theatre, one of many superb performance venues open to undergraduates.

From the digital to the classical, from the academic to the extracurricular, from private lessons to group ensembles, from beginning painting to professional exhibitions—Yale arts offer every opportunity.
The Daily Show.

(A slice of Yale's creative life during one spring weekend so long ago)

Leslie Jordan, Yale Daily News

Records show that the first appearance of a band at Yale was in 1775, when a militia band of Yale students accompanied George Washington to Cambridge, Massachusetts. They found it “not to their liking” and returned to New Haven one week later. From those humble roots have sprung the Yale Concert Band, the Yale Jazz Ensemble, and the incomparable Yale Precision Marching Band. Such is Yale’s epic arts story, peopled by icons (Thomian Wilder, Paul Newman, Maya Lin, Jodie Foster) and satisfied—pursuits of the week. We picked one weekend in spring.

Friday


Channel your inner Indiana Jones at the PEABODY MUSEUM’s special exhibition “Las Artes de México,” with artifacts from more than a dozen pre-Columbian cultures.

Sooth your soul with Mendelssohn’s Elijah performed by Yale’s PHILHARMONIA ORCHESTRA, CAMERATA, and Glee Club.

Be hip at the YALE DAILY DANCE SOCIETY’s Hip Hop Against Hunger: 3rd Annual Gala Show! Afterwards, stop by the CALHOUN CABARET at Calhoun College to check out the band your friends are managing and a spoken word performance by the Yale Slam team.

Explore the ethical consequences of murder with “my ironic and consummate skill” through two films: Mauvire Vertoloy and Le Bouillier, directed by Charles Chaplin and Claude Chabrol, respectively, and loosely based on real-life scandals. Every weekend CINEMA AT THE WHITNEY, an interschool student group of undergraduates and graduate students, presents a pair of films for free at the WHITNEY HUMANITIES CENTER auditorium.

If that’s too highbrow for your mood, start your night with an afternoon performance of the WOOLSEY BAND COMPETITION at the WHITNEY CAFE. Follow with an evening performance by the WHITNEY DANCE TRoup.

Or Gallery-hopping from the SCHOOL of ART’s Senior Thesis Show Paintings Part 1 (see Part II on Sunday) to the ARCHITECTURE GALLERY for “Painting the Glass House: Artists Visit Modern Architecture.” As you move through the gallery, you and your date rue the fact that you missed architect Frank Gehry’s talk two nights ago, but make a plan to come back next Tuesday for SOA’s Film Series “The Future is Asian.”

Tackle the Masterpiece Tour at the YALE UNIVERSITY ART GALLERY (YUAG), stopping into the special exhibitions “The Printmaking Revolution in 18th-Century France” and “Master Drawings from the Yale University Art Gallery.” After lunch at Atticus Cafe across the street, return for student guide Susan Morrow’s talk “Angles on Art.”

Saturday

Get an early start with a morning of music at the WOOLSEY BAND COMPETITION, where School of Music instrumentalists and singers compete for the opportunity to appear as soloists with the Philharmonia during the next season. Make it a marathon and come back in the evening for the Master of Music Recital Series—tonight cellist Jacques Wood and pianist Wei-Jen Yuan.

It’s grand night at the NYC OPERA: Go into the city with friends to see Leonard Bernstein’s Candide at a discounted rate and explore the set’s production on a backstage tour. Or enjoy a night of theater night on campus at the Yale Repertory Theatre, where lords and ladies are gathering for Oscar Wilde’s comedy of serial seducers and moralizing monogamists, A Woman of No Importance.

Close the weekend with an eclectic mix of live music options: new bands at BAR’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a swing & blues dance class at the AFRO-AMERICAN CULTURAL CENTER.

Enjoy a concert to benefit children’s literacy given by the WHITFORDPODS, the world’s oldest and best-known collegiate a cappella group. The Whiffs are one of more than a dozen a cappella groups and have become one of Yale’s most celebrated and hallowed traditions.

You can sleep in and join the Yale FX Crew for an afternoon of practice.

Revisit your childhood and see your suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Rump Hood. Or stop on stage yourself in afternoon rehearsals of the Dramat’s production of Tony Kushner’s Angels in America: Millennium Approaches (one of 200 student theatrical productions each year).

Sunday

As a member of the GOSPEL CHOIR, sing at Sunday services.

Help your friend set up her paintings at the DEPIERTA BORICUA’s art opening. Come back for the reception at LA CASA later in the afternoon.

Or DIY by acting, performing, singing, staging, writing, producing, presenting, improvising, creating, designing, and getting laughs through more than 80 (and counting) student choirs, troupes, clubs, groups, ensembles, associations, organizations, societies, and collectives including:

Art/Design
Annie Society
Art of the Book Club
Caricature Society
Design for America
Origami Society
Undergraduate Calligraphy Association

Dance
Alliance for Dance
Ballet Folklorico
Mecanos
Batroom Dance Club
Belly Dance Society
Danceworks
A Different Drum
Groove Dance
Irish Dancers
Jashan Bhangra Team
Korjo! African Dance Troupe
Lion Dance Troupe
Mostly Waltz
Phoenix Dance Troupe
Rhythm Blue
Sabrosura
Steppin’ Out
Swing & Blues
Tango Club
Taps
Undergraduate Ballet Company
Unity Korean Drum and Dance Troupe
Yale Dance Theatre
Yale Rangale: Fusion Dance
Yale Dancers
Ya-Yue Chinese Dance Troupe

Fashion
Knitting Club
Runway Inc.
YOUTUBE

Film
Building Productions
Cinema at the Whitney
Film Society

Global Creative Cities. “What are the precedents for mobility across the street, return for a backstage tour. Or enjoy a night of theater night on campus at the Yale Repertory Theatre, where lords and ladies are gathering for Oscar Wilde’s comedy of serial seducers and moralizing monogamists, A Woman of No Importance.”

Or sleep in and join the Yale FX Crew for an afternoon of practice.

Revisit your childhood and see your suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Rump Hood. Or stop on stage yourself in afternoon rehearsals of the Dramat’s production of Tony Kushner’s Angels in America: Millennium Approaches (one of 200 student theatrical productions each year).

Close the weekend with an eclectic mix of live music options: new bands at BAR’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a swing & blues dance class at the AFRO-AMERICAN CULTURAL CENTER.

Enjoy a concert to benefit children’s literacy given by the WHITFORDPODS, the world’s oldest and best-known collegiate a cappella group. The Whiffs are one of more than a dozen a cappella groups and have become one of Yale’s most celebrated and hallowed traditions.

Or sleep in and join the Yale FX Crew for an afternoon of practice.

Revisit your childhood and see your suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Rump Hood. Or stop on stage yourself in afternoon rehearsals of the Dramat’s production of Tony Kushner’s Angels in America: Millennium Approaches (one of 200 student theatrical productions each year).

Close the weekend with an eclectic mix of live music options: new bands at BAR’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a swing & blues dance class at the AFRO-AMERICAN CULTURAL CENTER.

Enjoy a concert to benefit children’s literacy given by the WHITFORDPODS, the world’s oldest and best-known collegiate a cappella group. The Whiffs are one of more than a dozen a cappella groups and have become one of Yale’s most celebrated and hallowed traditions.

Or sleep in and join the Yale FX Crew for an afternoon of practice.

Revisit your childhood and see your suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Rump Hood. Or stop on stage yourself in afternoon rehearsals of the Dramat’s production of Tony Kushner’s Angels in America: Millennium Approaches (one of 200 student theatrical productions each year).

Close the weekend with an eclectic mix of live music options: new bands at BAR’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a swing & blues dance class at the AFRO-AMERICAN CULTURAL CENTER.
Some say Yale is a place of reinvention, but others say the undergraduate experience here is about becoming more of who you already are. Many students find the most personal routes on this journey through Yale’s Cultural Houses, the Women’s Center, political activism and groups, and sexual identity organizations that make up a microcosm of the world’s views and beliefs. The best part is the friends, traveling companions, and guides that students find through these centers and organizations to help them on their way. Alumna Billie Gastic ’98 says, “The work that I did with other Latino students to bring about positive change in our communities played a tremendous part in my identity development and paved the way for the work that I will continue to do for a lifetime.”

Where House Means Home.
(Cultural centers at Yale)

Yale’s four Cultural Houses include the Afro-American Cultural Center, the Asian American Cultural Center, the Latino Cultural Center (La Casa Cultural, pictured here), and the Native American Cultural Center. All are modeled after the Afro-American Cultural Center (affectionately known as “The House”), founded in 1969. The four centers nourish a sense of cultural identity and educate people in the larger community. They are also home base for dozens of affiliated organizations from fraternities and sororities to dance companies, publications, and social action and political groups.

Shared Communities.
(Identity, culture, gender, and politics sheltered and nurtured)
Afro-American Cultural Center
Alpha Phi Alpha Fraternity
The Black Church at Yale
Black Graduates Network
Black Men’s Union
Black Student Alliance at Yale
Black Women’s Coalition
Delta Sigma Theta Sorority
The Ebony Tower Blog
Gamma Phi Delta Fraternity
Hullabaloo Ensemble
Kappa Alpha Psi Fraternity
Kongol African Dance Troupe
Minority Association of Pre-Medical Students
NMACP (Yale chapter)
National Society of Black Engineers
New Haven Dance and Drumming OneBody (Black Campus Ministries)
Pan, Jarr, and Lime Steel Band
Paul Huggins African Drumming Core
Pisim
Shades (a cappella group)
Spheres Magazine
Stepkin’ Out Students of Mixed Heritage and Culture
Urban Improvement Corps
Visions of Virtue
WORD (performance poetry)
Yale African Student Association
Yale Christian Fellowship
Yale Gospel Choir
Yale West Indian Student Organization

Asian American Cultural Center
ALIVE! (A Learning and Interactive Vietnamese Experience)
Alliance for Southeast Asian Students
ASHA for Education
Asian American Students Alliance
Bridges (English language programs)
Cambodian American Multi-Branching Outreach (CAMO)
Chinese Adopted Siblings Program for Youth
Chinese American Students Association
Chinese Undergraduate Students at Yale
Korean Studies Program
Korean Student Association
La Casa Cultural
Latin American Student Association
Latino Cultural Center
Latino Digest
Latino Outreach
La Casa Cultural
Latino National Student Association
Latinx Cultural Center
Latin American Cultural Coalition
Latin American Student Association
Latinos Unidos de Connecticut
Latinos Unidos de New Haven
Latinos Unidos de Rhode Island
Latinos Unidos de Wisconsin
Latinos Unidos del Washington, D.C.
Latino Students Association
Latino Studies Series
Latino Studies at Yale
Latino Studies Program
Latino Studies Center
Latino Studies Initiative
Eskamim: Latino Media Arts Group
Men’s Latin American Cultural Alliance
West African American Studies
Women’s Latin American Cultural Alliance

La Casa Cultural
Asian American Cultural Center
What can you do at the AAC? Just about anything: study in the library, cook for your friends or play Ping-Pong. Established in 1981, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. More than thirty-five undergraduate organizations are affiliated with the AAC. Students of Chinese, Filipino, Japanese, Korean, South Asian (Bangladeshis, Indians, Nepalese, Pakistanis, Sri-Lankans), Taiwanese, Thai, Vietnamese, and other Asian backgrounds work together to address pan-Asian American issues as well as provide programs that focus on individual ethnic group issues.

Native American Cultural Center
The Association of Native Americans at Yale (ANNAY) was founded in 1989. Although sporadic group of Native American students had organized before, the new group’s goals included attracting Native American professors and scholars; expanding course offerings to include Native American history and cultural studies; increasing Native American recruitment and support from the administration; and creating a permanent headquarters for the group. Many of those goals have been achieved, including the establishment of the Native American Cultural Center. ANNAY and the center promote Native American culture and explore issues Native Americans face today. Programs include speakers, dinners, study breaks, and movie nights.

Intercultural Affairs Council
“One of our generation’s major challenges is to determine how individuals, communities, or cultures become marginalized as the Other, and to actively resist this process,” is the way IAC members framed a recent series of events and discussions focused on “otherness.” The Intercultural Affairs Council engages in community dialogue; promotes cultural awareness, respect, and appreciation; and challenges bias on the basis of race and ethnicity, gender, religion, sexual orientation, disability, social class, or other distinction. The Council recently designed and launched the “One Community” campaign, which gives the Yale community a visual and unified way to respond to cultural or racial bias and hate crimes.

Afro-American Cultural Center
Afro-American House opened in 1969 as a locus for political, cultural, and social activities. The name reflected the wide group of students that the House was more than a mere building. The House contained earier Yale gatherings which brought black students together from many schools to discuss issues pertinent to the black community. With these gatherings, the isolation students experienced in the late fifties and early sixties gave way to the vigorous meetings in the late fifties and early sixties. With the establishment of the National Association for the Advancement of Colored People and the Student Non-Violent Coordinating Committee, the Afro-American House opened itself to non-English speakers. Over time, the House was more than a mere Office, student lounges, and fully equipped kitchen, and create a warm and robust community.

La Casa Cultural
Since the late 1970s, La Casa Cultural has been host to countercultural, scholarly, and social events and has served as an important focus of Latino community interaction and cultural identity. Founded in 1974 as Casa Boricua, Inc., La Casa Cultural acquired its present name three years later. Within the three-story, 19th-century red brick house, students socialize, plan activities, cook together in a fully equipped kitchen, and create a warm and robust community. The center also includes a Latino and Latin American topics library, a computer room, organizational offices, student lounges, and meeting spaces. La Casa is open to New Haven Latinos and community-based ESL programs for non-English speakers.

La Casa Cultural

Women’s Center
The center, while open to men, primarily is a space for the women of Yale. Its mission is to improve the lives of all women, especially at Yale and in New Haven. As part of a broader feminist movement the center works to ensure equal and full opportunity for all, regardless of sex, gender, race, ethnicity, nationality, sexual orientation, socioeconomic status, background, religion, ability, or age.
ELIterati.
(Why Yalies are so darned determined to publish)

“Yale publications are like one of those giant 40-flavor containers of jelly beans. The possibilities are endless, as new publications are dispersed seemingly daily throughout all the residential colleges. There are a few more general, universally popular publications—the cherry, lemon, or watermelon jelly beans of the bunch—as well as a handful that will really please a certain niche—the cappuccino and roasted marshmallow flavors. No matter what your taste, if you look hard enough, you’ll find something to suit your mood.”

Sam Duboff for the Yale Daily News

Originally appeared in the YDN. Reprinted by permission.

Members of the Yale Daily News editorial board. Tapley Stephenson, editor-in-chief (back row, third from right), thinks Yale’s publications “represent the best of what the University has to offer: dedication, intensive teamwork, a vast range of experiences, and the desire to have one’s thoughts read and discussed.”

Publications
Accent
Afrika Now
L’Amuse-Bouche
Broad Recognition
Dimensions Art Journal
Flat Law: A Journal of Religious Life and Theology
GEM
Global21
Habitus
Helicon Undergraduate Journal of Classics
Her Campus
La Fuerza
The New Journal
The Politic
Q Magazine
Revelations
Rumpus (humor tabloid)
Ventures in Science
Vita Bella
The Yale Daily News
The Yale Daily News Magazine
Yale Economic Review
The Yale Epicurian
The Yale Free Press
The Yale Globalist
The Yale Herald
The Yale Historical Review
Yale Journal of Medicine and Law
The Yale Journal of Public Health
Yale Literary Magazine
The Yale Philosophy Review
The Yale Record
Yale Scientific
Yale Undergraduate Economics Journal
Yale Undergraduate Film Review
Yale Undergraduate Journal of Gender, Health, and Sexuality
Yale Undergraduate Law Review
Y.U.M. (literary magazine)
Sustainable U.  
*(Where Blue is Green)*

Yale’s path to sustainability began more than 100 years ago with the establishment of one of the first forestry schools in the country. Today, the University is internationally recognized as a sustainability leader in both curriculum and institutional practices. Yale is home to faculty in cutting-edge fields such as green chemistry and engineering, sustainable landscape management, and business and the environment. Students have been instrumental in building a culture of sustainability across the campus. Their enthusiasm and energy have led the University to establish several academic programs, a sustainable food project, and more.

Two Yale College graduates, Gifford Pinchot and Henry S. Graves, establish the Yale Forest School and pioneer forest management in the United States.

Alumnus George Bird Grinnell founds one of the first environmental organizations in the world—the Audubon Society.

Students initiate a recycling program. The School of Forestry expands its research and teaching to incorporate broader environmental issues, and changes its name to the Yale School of Forestry & Environmental Studies.

The Yale Student Environmental Coalition hosts the Campus Earth Summit, a student conference with representatives from 120 American and 29 international universities. Participants draft “The Blueprint for a Green Campus,” which is distributed nationally to environmental groups and legislators.

The Yale Student Environmental Coalition and Yale College launch the Environmental Studies major.

The Yale Sustainable Food Project is founded by students, faculty, and staff with support from President Richard Levin and chef Alice Waters. Yale’s Office of Sustainability is created; today it has 6 staff members and more than 50 student research assistants. President Levin commits Yale to a 50% reduction target of 45% below 2005 levels by 2020.

The Yale Climate and Energy Institute is established to foster multidisciplinary programs in response to the urgency of climate change.

Students launch a bike sharing program; and composting is introduced into the dining halls.

Yale opens Kroon Hall, the eighth LEED-certified building on campus. With LEED Platinum status, Kroon generates 25% of its own electricity and uses 50% less energy than a comparable building of its size.

Yale unveils its Sustainability Strategic Plan, a comprehensive set of goals and tactics for enhancing sustainability in all areas of campus life. Major goals accomplished by 2012 include a 25% increase in recycling, a 15% reduction in energy consumption, and 95% composting of food waste.

Yale makes the Top 10 in Sierra magazine’s annual ranking of America’s greenest colleges.
Political Animals.

(Today’s and tomorrow’s leaders converge at the nation’s oldest debating society)

Are we by nature political animals, as Aristotle said? Members of Yale’s Political Union—the largest undergraduate organization on campus—are more likely to prove the point than argue it. They’ll save their debates for the most crucial issues of the day, sparring with visiting Supreme Court justices, elected officials, and political firebrands.

Founded in 1934, the Yale Political Union invites a prominent national figure to deliver an address before the Yale community each day, sparring with visiting YPU members engaged in all. Over tea, dinner, wine, late-night pizza, or in formal debate, YPU members engage with regularity, style with each other and outside world, and everyone. We are a party of the Left, bringing the ideas, cultural practices, and institutions that are essential to preserving the liberal party on the left—the most conservative organization on campus.[1] As such, the party seeks to develop its members as people and leaders and to develop a new vision of the American Left. The party provides an open atmosphere for rigorous debate on topics that divide the Left, bringing “discourse to the outside world, and the outside world to discourse.”

The Liberal Party

Known for challenging political assump-
tions and pushing the Union to the left, the Libs don’t use parliamentary procedure or dress up for our weekly discussions. Rather, we engage seminar-style with each other on philosophical and political topics. And we put our beliefs to work with regular activist projects.

The Party of the Left

As the largest party in the Union, the Independent Party is the only one that does not align itself with either the Right or the Left. Instead, we are a party of independent thinkers. Our motto is “Hear All Sides.” We believe that openness of mind is the most important tool of genuine intelligence.

The Independent Party

The Federalist Party

As the largest party in the Union, the Independent Party is the only one that does not align itself with either the Right or the Left. Instead, we are a party of independent thinkers. Our motto is “Hear All Sides.” We believe that openness of mind is the most important tool of genuine intelligence.

The Conservative Party

As the oldest party on the right, the Party of the Right was founded by members dissatisfied with the lack of true conservatism in the Union. It has been described in the Yale Herald as “at once flamboyant, intellectually elitist, aggressive, masochistically subversive, eccentric, and maniacally eager to challenge anyone and everyone.”

The Tory Party

Notable YPU Alumni

Yale law professor Akhil Reed Amar
Social Security Administration commissioner Michael J. Astrue
Journalist and author John Avlon
Former ambassador to the U.N. John Bolton
University of Oklahoma president David L. Boren
Author William F. Buckley, Jr.
Author Maggie Gallagher
Council of Economic Advisers chair Austan Goolsbee
U.S. Senator John Kerry
Oberlin College president Marvin Krislov
Former U.S. Representative David McIntosh
Former Attorney General Edwin Meese
Journalist Dana Milbank
Former U.S. ambassador to Chile John O’Leary
Former Governor George Pataki
Former presidential speechwriter Ray Price
Former U.S. ambassador to East Timor Grover雷斯 III
Former Governor Bob Taft
Former U.S. Supreme Court Justice Byron White
Author Laurene Powell Jobs
U.S. deputy Treasury secretary Neal S. Wolin
Journalist Fareed Zakaria
Yale students come from more than thirty diverse religious and spiritual traditions. Founded as an institution with a Protestant vocation, Yale today welcomes those of any or no faith tradition and seeks to nurture all in their spiritual journeys during their college years.

“We consider ourselves quite blessed,” says University Chaplain Sharon M. K. Kugler, “to be part of a community of scholars, seekers, and believers walking together on a remarkable journey of spiritual awakening and human flourishing.”

Located in the heart of Old Campus where most of the freshmen live, the Chaplain’s Office coordinates Yale’s rich and broadly understood religious life by supporting various worship services and rituals across faith traditions throughout the day and evening in numerous settings. The office partners with centers for specific faiths and affiliated social and community service organizations, and offers pastoral support, educational publications, films, concerts, lecture series, and service trips throughout the year.

Here the University Church in Yale Choir performs during the installation of the church’s new pastor, Reverend Ian Oliver, and Sharmisha Das, a senior, performs classical Hindu dance, representing one of the more than thirty faith traditions celebrated at Yale.
Difference Makers.
(Yale’s incubator of impact and leadership – Dwight Hall)

Leadership and service to society seem inextricably linked at Yale. Nowhere is that more apparent than at Dwight Hall, the Center for Public Service and Social Justice founded by undergraduates in 1886. Dwight Hall is the only nonprofit umbrella campus volunteer organization in the country run entirely by students. Students develop new initiatives in response to community needs and provide resources, training, and other support services for more than 70 groups ranging in scope from tutoring to political activism. With Dwight Hall’s support, Yale undergraduates have founded many significant community agencies that have become a permanent part of New Haven’s social service network. It’s the kind of impact they continue to have post-Yale as they answer the call to serve and lead in ways that are uniquely their own.

“When I came to Yale, I had no idea that I would have so many opportunities to serve others and to rise as a leader. Students design and implement strategic service and advocacy projects, come together as a community of friends, and explore the intellectual possibilities and palpable opportunities of a life of service. I serve on the nonprofit Board of Directors and have been elected to co-lead the 70-member student cabinet. Work at Dwight Hall is much more than volunteering. It’s a job and a commitment.”

Amy Rothschild

“It’s one thing to take classes on world issues and philanthropy and community involvement theory, but through Dwight Hall I’ve gotten a pragmatic idea about issues that exist in New Haven, across the country, and around the world. I am a co-coordinator of the Dwight Hall Academic Mentoring Program. Without question it has been the most rewarding experience I have had here. It is a three-year program that allows me to have a sustained mentoring relationship with a student at a local elementary school. I plan to go into finance post-Yale and then work to improve the education system either by running for office or starting a nonprofit.”

Bradford Williams

“Through the Yale Hunger and Homelessness Action Project (YHHAP) I have learned how to effect change with others. YHHAP has broken down my preconceptions about hunger and homelessness. I’ve learned that poverty is nuanced in its causes and its potential solutions. I am continually blown away by the energy and compassion that drive my fellow YHHAP members. Dwight Hall allows me to feel like a citizen of New Haven – more educated about its flaws and appreciative of its many opportunities than I ever anticipated.”

Ellis Schaefer
Apply.
The Good News about the Cost of Yale.

If you are considering Yale, please do not hesitate to apply because you fear the cost will exceed your family's means. Yale College admits students on the basis of academic and personal promise and without regard to their ability to pay. All aid is need-based. Once a student is admitted, Yale will meet 100% of that student's demonstrated financial need. This policy, which applies to U.S. citizens and to international students alike, helps to ensure that Yale will always be accessible to talented students from the widest possible range of backgrounds.

The Financial Aid Office is committed to working with families in determining a fair and reasonable family contribution and will meet the demonstrated need of every student for all four years with an award that does not require loans. Today, 53% of undergraduates qualify for need-based scholarships from Yale. The average annual grant from Yale to its students receiving financial aid for the 2013–2014 academic year was approximately $40,800, or about two-thirds of the cost of attendance.

Yale also provides undergraduates on financial aid with grant support for summer study and unpaid internships abroad based on their level of need.

“If you get into Yale, we feel sure that cost will not be a barrier in your decision to attend.”

Jeremiah Quinlan, Dean of Undergraduate Admissions

> Yale Financial Aid Awards do not include loans. 100% of a family’s financial need is met with a Yale grant and opportunities for student employment.
> Families with annual income below $65,000 (with typical assets) are not expected to make a financial contribution toward a student’s Yale education. 100% of the student's total cost of attendance will be financed with a Financial Aid Award from Yale.
> Families earning between $65,000 and $200,000 annually (with typical assets) contribute a percentage of their yearly income toward a student’s Yale education, on a sliding scale that begins at 1% and moves toward 20% and higher.
> Yale awards all aid on the basis of financial need using a holistic review process that considers all aspects of a family’s financial situation.

Costs for 2014–2015

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$45,800</td>
</tr>
<tr>
<td>Room</td>
<td>$7,800</td>
</tr>
<tr>
<td>Board</td>
<td>$6,200</td>
</tr>
<tr>
<td>Books &amp; personal expenses</td>
<td>$3,450</td>
</tr>
<tr>
<td>Total</td>
<td>$61,250</td>
</tr>
</tbody>
</table>

Yale Net Price Calculator

admissions.yale.edu/yale-net-price-calculator

To help estimate your Yale financial aid award before you apply, we encourage you to use the Yale Net Price Calculator. The calculator generates a sample financial aid award based on the information you supply and on Yale’s current aid policies. The process should take less than ten minutes. The calculator does not capture all the information an aid officer would use to evaluate financial need, but it should provide a good and useful starting point.

Visit http://admissions.yale.edu/financial-aid

The Particulars.

How to Apply

Please visit our Web site at http://admissions.yale.edu for application options, a calendar of due dates, and all admissions requirements.

What We Look For

Every applicant to Yale College is assured a complete and careful review as an individual. Two questions guide the Admissions Committee in its selection of a freshman class each year: “Who is likely to make the most of Yale’s resources?” and “Who will contribute most significantly to the Yale community?” Diversity within the student body is very important as well. The committee works hard to select a class of able achievers from all over the world and a broad range of backgrounds.

Given the large number of extremely able candidates and the limited number of spaces in the class, no simple profile of grades, scores, interests, and activities can assure a student of admission to Yale. Academic strength is the first consideration in evaluating any candidate. Evidence of academic strength is indicated by grades, standardized test scores, and evaluations by a counselor and two teachers. The committee then weighs such qualities as motivation, curiosity, energy, leadership ability, and distinctive talents. The ultimate goal is the creation of a well-rounded freshman class, one that includes not only well-rounded individuals but also students whose achievements are judged exceptional.

Yale is committed to being the college of choice for the very best and brightest students in the world. In particular, Yale welcomes applicants from all backgrounds, and no student is disadvantaged in our admissions process because of a limited ability to pay. In fact, Yale actively seeks out accomplished students from across the socioeconomic spectrum, looking to build a diverse class that is diverse in every way. Moreover, Yale has committed itself to a level of financial aid, always based entirely and only on financial need, that virtually eliminates cost of attendance as a consideration for families of low or modest income.

Campus Visits

We welcome you to visit our campus! Information about guided tours, public information sessions, and directions to Yale can all be found online.

For detailed information about admissions and financial aid, please visit our Web site: http://admissions.yale.edu

Click on Visit & Connect for information that you will need to plan a campus visit, and to join our mailing list and be notified of upcoming admissions events.

Click on Bulldogs’ Blogs for student-generated content that gives first-person accounts of life in New Haven and at Yale.

Click on Application Process to learn how to file an application, including instructions, deadlines, and requirements.

Click on Financial Aid for the good news about the cost of attending Yale.

You will also find many other useful links to: academics; global study, research, and internship opportunities; science and engineering research opportunities for undergraduates; podcasts; student organizations; athletic programs; an interactive virtual tour; and Summer Session.

Other Questions?

203.432.9300 admissions.yale.edu/questions
In addition to the members of the Yale community featured on the preceding pages, the following individuals shared their talent and insight to make this guide true to the Yale experience.

**Students**

Rachel Bayselsky
New York, New York

Ethan, Politics, & Economics

Josue Bordon
Izah, New York

French

Rebecca Burgess-Builen
Fort Mitchell, Kentucky

History of Art (Pre-Med track)

**Faculty**

Jennifer Lin
Middletown, New Jersey

Psychology and History of Science, History of Medicine

Laura Lombardi
Battle Creek, Michigan

History

Michael Nedelman
Miami, Florida

Film Studies and Molecular, Cellular, and Developmental Biology

Lucas O’Connor
New Rochelle, New York

Theater Studies and Literature

Chidimma Oguwe
New Orleans, Louisiana

Psychology

John Michael Parker
Madison, Connecticut

Psychology

Binx Peters
Seattle, Washington

Biomedical Engineering

Alyssa Reyes
Stratford, Connecticut

Undecided Major (Pre-med track)

Ariela Rothstein
Lexington, Massachusetts

Sociology

Julia Shing
San Marino, California

Sociology and East Asian Studies

Jessie Boyce Hill
Associate Director of Undergraduate Admissions

Lisa Kerzesi
M.A. 2010, Photographer; Associate Director of Undergraduate Admissions

Lisa Kerzesi
M.A. 2010, Photographer; Associate Director of Undergraduate Admissions

Liz Kinsley
B.A. 2005, Writer

Yve Ludvig

Jeremiah Quinlan
B.A. 2003, Dean of Undergraduate Admissions

Rebecca Tynan
Associate Director of Undergraduate Admissions

**Design**

Pentagram

Text
Andrea Jarrell,
Liz Kinsley

Photography
Lori Kerzesi

With additional photography by
Jim Anderson, Martin Ashton,
Chelsea Dunlap, Elizabeth Felicella, FencingPhotos.com,
© Jeff Goldberg/Esto

Quinn Gorbat, John Hassett,
Robert Lasak, Joan Marcus,
Michael Marsland/Yale

Office of Public Affairs & Communications, James
Kenyon Moer, Michael
Nedelman, Retrospct/Yale

School of Architecture, Harold
Shapiro, Bennett Shyvitz,
Matt Thurston, Bryan Tvarak,
Yale Daily News, Courtesy of
The Whiffnpoofs of Yale, Inc.,
Yale Magazines & Archives/
Yale University Library, Yale
University Sports-Publicity,
Ken Yanagisawa — and the
students in “Think Yale.
Think World.”

This book was printed on Mohawk Options, a 100%
postconsumer paper manufactured with wind-
generated electricity.

The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s sex, race, color, religion, age, disability, status as a protected veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans. Inquiries concerning these policies may be referred to Valarie Stanley, Director, Office for Equal Opportunity Programs; phone, 203.432.1060. For additional information, see www.yale.edu/eeoequityopportunity.

In accordance with federal law and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years’ worth of campus crime statistics and security policy statements, for safety information, and a description of whom students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Office of the Associate Vice President for Administration, PO Box 20824, 2 Whitney Avenue, New Haven, CT 06520-8227, the University will provide this information to any applicant for admission, or prospective students and employees may visit http://policies.yale.edu.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request to the Office of Undergraduate Admissions, PO Box 20824, New Haven, CT 06520-8227, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act report is also available online at http://ope.ed.gov/athletics.

In accordance with federal law, the University prepares the graduation rate of degree-seeking, full-time students in Yale College. Upon request to the Office of Undergraduate Admissions, PO Box 20824, New Haven, CT 06520-8227, 203.432.1060, the University will provide such information to any applicant for admission. For all other matters related to Yale College, please contact the Office of Undergraduate Admissions, PO Box 20824, New Haven, CT 06520-8227, telephone, 203.432.1060. Website, http://admissions.yale.edu.

The work of Yale University is carried on in the following schools:

Yale College

Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering.

B.A., B.S.

Graduate School of Arts and Sciences

Est. 1847. Courses for college graduates. M.A.S., M.A., M.S., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Engineering & Applied Science

Est. 1884. Courses for college graduates. M.E., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Art

Est. 1869. Professional courses for college and art school graduates. M.F.A.

School of Music


School of Forestry & Environmental Studies

Est. 1900. Courses for college graduates. M.S., M.B.A., M.E.S., M.S., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Public Health

Est. 1915. Courses for college graduates. M.P.H., M.P.H., M.S., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Architecture

Est. 1916. Professional degrees: M.Arch., M.A.S.; M.A.S., M.S., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Nursing

Est. 1923. Courses for college graduates. M.N., B.S.N., M.S.N., Ph.D.; awarded by the Graduate School of Arts and Sciences.

School of Drama


School of Management


Inquiries concerning these policies may be referred to Yale University’s Office of Public Affairs & Communications, 203.432.1060. The University reserves the right to redraft or modify the course descriptions or to change the instructions and requirements at any time. ©2014 by Yale University. All rights reserved. The material in this bulletin may not be reproduced, in whole or in part, in any form, whether in print or electronic media, without written permission from Yale University.