This is Yale. We’re glad you asked.
Studies.

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Places.

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Pursuits.

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

Apply.

p. 122 | The Good News about the Cost of Yale. Our financial aid policy eliminates the need for loans and makes 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)
Freshman Diaries.  
*(Life in the first year)*

From the moment they arrive, freshmen are able to dive into all that Yale has to offer. In part this is because so many programs are in place specifically to welcome and guide first-year students—from pre-orientation to freshman counselors (Yale seniors) to Freshman Seminars (small classes taught by some of Yale’s most prominent professors) to parties. We caught up with three freshmen near the end of their second semesters. Here they share advice on preorientation, independence, and schedules; reflect on their own freshman expectations; and record a day in their lives during the first year.

**A Tuesday in the life of...**

**9:30 am**  
Wake up, shower, and (ideally) get breakfast at Saybrook.

**10:30 am**  
Spanish in Linsly-Chittenden (conveniently located between Vanderbilt and Saybrook).

**11:20 am**  
Rush to Hillhouse to make it to my 11:35 calculus class.

**1:00 pm**  
Grab lunch at Silliman with a friend or two from math.

**3:00 pm**  
Work out at Payne Whitney Gym, shower, and leave by 4.

**6:00 pm**  
Meet up at Chipolte or another local eatery with fellow Black Men’s Union members to work on a newsletter for alumni.

**7:30 pm**  
Weekly meeting with Cluster Technicians at the Student Technology Collaborative.

**9:00 pm**  
Watch TV for an hour.

**10:00 pm**  
Do homework with a friend at Squoche (Saybrook’s battery).

**12:30 am**  
Back to my room to get some sleep.

### First Year’s Classes
- Comprehensive General Chemistry II
- General Chemistry Lab II
- Reading and Writing the Modern Essay
- Introduction to Ethnicity, Race, and Migration
- Calculus of Functions of One Variable I and II
- Introductory Microeconomics
- Introduction to Engineering, Innovation, and Design
- Vikings: Elements of Spanish II

### Activities
- Yale Black Men’s Union
- Yale PALS Tutoring and Mentoring
- Yale Undergraduate Diversified Investments
- Science, Technology, and Research Scholars
- Saybrook College Council
- Chair of the Dining Hall Committee
- Shaka at Yale Polynesian dance group

---

**Mallet Njonkem**

**Hometown**: Richmond, TX  
**Anticipated Major**: Economics, Engineering Sciences - Mechanical

*“While it may not be particularly easy to excel at Yale, finding out that there are many resources to help achieve goals was my greatest surprise.”*

**On preorientation:** I did Cultural Connections and loved it! I had a fantastic time going on adventures, participating in stimulating discussions and conversations, and being ushered into some of the finer aspects of student campus life with things like a talent show and poetry performances. I really benefited from the program in that I felt a sense of belonging and already had a network of friends before Camp Yale even started. I’ve heard similar experiences from friends who participated in a part.

**On roommates:** Whether by pure coincidence or by Yale’s complex room assignment system, I was matched with someone I had met and hit it off with during the college search process. After we got our suite assignments, we texted each other in happy surprise that we would be rooming together.

**On Freshman Seminars:** These are very popular classes with limited sizes. I definitely recommend applying to them.

**On expectations:** I was never completely sure what I would want to study in college, so I knew that I wanted to go to a place where I could engage in several different pursuits. The ability to easily switch majors or disciplines was one of the main factors that drew me to apply to private schools like Yale in addition to my state’s flagship school. When I visited Yale during Bulldog Days—a three-day program for admitted students—I was blown away by the fluidity and flexibility across several spheres in the school. It became clear to me that integrating into residential college communities, extracurricular activities, and the larger Yale community would be seamless. And now that I’m here, one of my most pleasant surprises is that there are a ton of great resources such as free hours, tutoring, review sessions, intelligent fellow classmates, etc., all around just waiting to be utilized.

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**Presentation Programs**

Several optional preorientation programs give new 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):** are six-day and four-day backpacking 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 and social life at Yale. It is organized and led by international upperclassmen with support from the Office of International Students and Scholars.
Eliza Dach
Hometown
Washington, dc
Anticipated Major
Chemistry (although I also want to explore Chemical Engineering)

A Wednesday in the life of
Wake up and get ready for classes.
Walk with my roommate to Beauford for hot breakfast. Our favorite day is chocolate chip pancake day.

Organic Chemistry class. With the help of giant styrofoam models, we’ve been learning about synthetic mechanisms and about how the smallest change in a molecule’s orientation can change its smell, look, reactivity, toxicity...

12:25 pm
Lunch in TD with a big group of DSers. These lunches are a hidden gem of DS: because you spend so much time with a relatively small group, you end up making a lot of friends over the course of the year’s lectures, sections, and lunches.

1:00
Off to the discussion section for DS Historical and Political Thought.

2:15
Back to Old Campus to relax. If it’s sunny, I sit out on the benches and chat with friends who are passing by or playing frisbee. Eventually I head to my room or the JF library to finish up the week’s DS paper or work on a lab report.

6:00
Dinner with my amazing suitemates in JF. Afterward, we stop in the Froco’s suite for an impromptu dance party (or just to grab a piece of candy).

8:15
Jazz night at Yale dancers class. Fun and tiring, ‘YD classes are a highlight of my week.

10:00
Back to my dorm to shower, talk with friends, and finish up whatever work I have left.

1:00 am
Bedtime. I pack up my books and notes for Thursday so that I don’t wake up my roommates when I leave for my 9 am Literature class.

Oscar Pocasangre
Hometown
San Salvador, El Salvador
Anticipated Major
Economics, Political Science

6:45 am. Wake up, shower, and walk to Payne Whitney for archery practice.

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.

On Directed Studies (DS): They let you engage and the professors in a small group setting.

“Directed Studies provides a valuable foundation in the humanities and reminds me that science and the humanities used to be intricately linked. Only recently did people start to consider them such separate fields.”

On Old Campus's Classes:
- Directed Studies: Literature (both semesters)
- Directed Studies: Historical and Political Thought (both semesters)
- Directed Studies: Philosophy (both semesters)
- Quantitative Foundations of General Chemistry
- Laboratory for Quantitative Foundations of General Chemistry
- Organic Chemistry
- Laboratory for Organic Chemistry I
- Advanced Dance Composition

Activities:
- Yale dancers
- Yale team for the 2015 Solar Decathlon

First Year's Classes:
- Microeconomics with Environmental Applications
- Comparative Latin American Politics
- Intermediate and Advanced French
- Introductory Statistics for Political Science
- Reading and Writing the Modern Essay
- Political Psychology
- The Modern Unconscious
- Introductory Macroeconomics
- Calculus of Functions of One Variable

Activities:
- The Yale Globalist
- International Affairs Magazine
- International Student Organization
- ARESIC: We help find internships all over the world for Yale
- Yale Club Archery

A Thursday in the life of
Comparative Latin American Politics: Get ready to take a lot of notes!

Breakfast at Berkeley College. I usually get a bagel, muffins, waffle, or fruit and yogurt, and orange juice.

I go back to my room and work on homework or an assigned reading. That is, when I don’t end up talking with people on the floor.

11:35
French class: a small class where we practice French through class discussions of different novels, short stories, and films.

12:25 pm
Run to lunch at one of the residential colleges, usually Berkeley. The cool thing about eating at the dining halls is that you always meet up with a friend or someone you know.

1:00
Statistics for Political Science: Standard deviation? Multilinear regression? Multicollinearity among regressors?

Yes, yes, and yes. We learn about statistical tools that you can apply to political studies, such as in election polls.

Have a coffee with a friend, go to office hours, and/or work grading Spanish homework assignments.

2:30
The Yale Globalist, meeting over dinner. We usually discuss possible themes for the next issue, evaluate the previous issue, or talk with journalists about how to improve the magazine.

Time to go to the library to do problem sets or readings.

Hang out with friends, have random conversations, go to a party, a play, or go to get a late-night snack.

A Friday in the life of
(And sometimes it’s 3 or 4 am) Go to bed and get some sleep!

A Monday in the life of
(And sometimes it’s 3 or 4 am) Go to bed and get some sleep!

A Tuesday in the life of
(And sometimes it’s 3 or 4 am) Go to bed and get some sleep!
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 1927 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1886), 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.

The Courtyard

The image of the secret garden was architect James Gamble Rogers’ inspiration for the courtyards around which each residential college is designed. According to legendary art historian and Yale professor emeritus Vincent Scully, Rogers transformed Yale into a loose association of “little paradises.”
Yale in Miniature.  
(A tour of Morse College)

BASEMENT  Buttery
Run by students, “The Morse” 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 Morse, the Game Room is a social hub where students get together to watch TV or play pool, table tennis, air hockey, and foosball.

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.

FLOOR 1  Art Gallery
Artistic Morsels can exhibit their latest work in this sophisticated venue.

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.

FLOOR 2  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  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 Tea — 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  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 2  Library
Open 24 hours a day, the library has big tables, comfy couches, and individual nooks for studying, as well as a large collection of books and magazines, from The Economist to Peppa.

FLOOR 1  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  BASEMENT
Libraries
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 Peppa.

FLOOR 1  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.

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 micro-cosms 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.

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 1996* (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 Kahn 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 new opportunities for U.S. travel to Cuba. 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-Cesar 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. Rhoden, 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 Booed Booed</th>
<th>Also Known As</th>
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<tbody>
<tr>
<td>Berkeley</td>
<td>v</td>
<td>Collegiate Gothic,</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>Berkeleytes</td>
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<tr>
<td>Branford</td>
<td>v</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>Branfordians</td>
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<td>Calhoun</td>
<td>v</td>
<td>Collegiate Gothic; opened 1933</td>
<td>The Cabaret in the basement, with hugely popular student shows</td>
<td>Trolley Night: Clang, clang, clang goes the party; “Hourfest”</td>
<td>Hounies</td>
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<td>Davenport a.k.a. D’Port</td>
<td>v</td>
<td>Collegiate Gothic; opened 1933</td>
<td>One of its facades is Collegiate Gothic, the other is Georgian; opened in 1933</td>
<td>Davenports!</td>
<td>D-porters</td>
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<tr>
<td>Jonathan Edwards a.k.a. JE</td>
<td>v</td>
<td>Collegiate Gothic; opened 1933</td>
<td>Our amazing letterpress; Tyng Cup winners three years in a row</td>
<td>Great Awakening Fall Festival, the formal Spider Ball; JE SUX!</td>
<td>Spiders</td>
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<tr>
<td>Morse</td>
<td>v</td>
<td>Modern; designed by Eero Saarinen; built in 1961 with a 24-story tower and no right angles</td>
<td>Our sculpture, Lipton’s (Astronomy) on Caterpillar Tracks, by Claes Oldenburg</td>
<td>All-Day Bakefest in the Master’s House kitchen; Great Morse Easter Egg Hunt</td>
<td>Morelors</td>
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<tr>
<td>Pierson</td>
<td>v</td>
<td>Georgian; built in 1933</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>v</td>
<td>Collegiate Gothic; completed 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 “12 Pack” and always respond “Saybrook” when asked, “Say what?”</td>
<td>Saybrugians</td>
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<tr>
<td>Stilman</td>
<td>v</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 Cut (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>Stillmanders</td>
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<tr>
<td>Ezra Stiles</td>
<td>v</td>
<td>Modern masterpiece, designed by Eero Saarinen; opened in 1962</td>
<td>Our memorial moose mascot in the Dining Hall; annual Student Film Festival</td>
<td>Medieval (K)night Festival; Baby Animal Pestering Zoo in the courtyard</td>
<td>Stileians</td>
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<tr>
<td>Trumbull</td>
<td>v</td>
<td>Quintessential Yale/ Collegiate Gothic; completed in 1933</td>
<td>Porty Court, where our gargoyle “Thinker” is enthroned and decorated every year</td>
<td>Ramble in Trumbull (bounce-house “fight”); Pamplona (running of the [Trum][Bulls around campus])</td>
<td>the Bulls</td>
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Spine-Tyngling Fun.
(Intra-mural 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 Tyng Cup, annually awarded for overall excellence to the college accumulating the greatest number of points through intramural play, was first presented in 1933. The Tyng continues to be the most coveted of all intramural awards, swelling 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 Licht (1999) writing for the Yale Herald.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Golf</th>
<th>Football</th>
<th>Volleyball</th>
<th>Tennis</th>
<th>Soccer</th>
<th>Cross Country</th>
<th>Table Tennis</th>
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<td>Winter</td>
<td>Squash</td>
<td>Hoops</td>
<td>Volleyball</td>
<td>Ice Hockey</td>
<td>Inner Tube</td>
<td>Water Polo</td>
<td>Bowling</td>
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<td>Spring</td>
<td>Dodgeball</td>
<td>Badminton</td>
<td>Soccer</td>
<td>Ultimate</td>
<td>Softball</td>
<td>Billiards</td>
<td>Golf</td>
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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 Lowy, author of The Giver; Joan Acocella, dance and book reviewer for The New Yorker; Bia Stone, co-founder of Twitter; Amy Brooks-Kayal, pediatric neurologist.
- **Ezra Stiles** Jennifer Staple-Clark, founder and CEO of Unite For Sight; Robert Pinsky, former U.S. poet laureate; Chris Bridges, guitarist, Phish; Margaret Hamburg, FDA commissioner; Garry Trudeau, cartoonist, Doonesbury; Mukesh Kapila, humanitarian and author of Against a Tide of Evil.
- **Calhoun** David Pogue, former NYT technology columnist; Sue Morell, CEO, Ali Ben Pain; John Hodgman, humorist; Gilberto Gil, musical revolutionary and Brazil’s former minister of culture.
- **Morse** Umi Karumakara, international president of Medecins Sans Frontieres, Mark Penn, author of Microtrend and adviser to the Clintons, 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, journalist; Jon Pareles, music critic; Michael Pullan, author of The Omnivore’s Dilemma; Gary Beach, Tony Award-winning actor.

Internet personality; Nihad Awad, activist and executive director of the Council on American-Islamic Relations.

**Ezra Stiles** Junot Díaz, Pulitzer Prize-winning author and MacArthur Fellow; Angélique Kidjo, singer-songwriter and activist; Cesar Pelli, architect, Ed Norton, actor and director; Joan L. O’Connor, broadcast journalist; Jon Pareles, music critic; Michael Pollan, author of more than Oolong.

**Calhoun** David Pogue, former NYT technology columnist; Sue Morell, CEO, Ali Ben Pain; John Hodgman, humorist; Gilberto Gil, musical revolutionary and Brazil’s former minister of culture.

**Morse** Umi Karumakara, international president of Medecins Sans Frontieres, Mark Penn, author of Microtrend and adviser to the Clintons, Tony Blair, and Bill Gates; Bobby Lopez, composer and lyricist of Avenue Q; Malcolm Gladwell, author of The Tipping Point and Blink.

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Internet personality; Nihad Awad, activist and executive director of the Council on American-Islamic Relations.
“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 one senior put it, 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 that all roads lead to the residential colleges). The twelve friends on these pages all belong to Morse College. Here they talk about chance meetings, their impact on one another, and friendship at Yale.

“Going to a restaurant in New Haven has become a favorite tradition. On birthdays it’s Prime 16, a juicy burger place, or Pepé’s, a New Haven pizza classic. Whenever it’s Thai food, I’m given full ordering power for the family-style meal. Once I booked out the Morse kitchen to have a Thai cooking session with friends. Aaron, Ethan, Mark, Caroline, and Hannah helped with the chopping. On the menu were stir-fry vegetables with oyster sauce, Thai-style omelet with fresh shrimp, green curry with eggplant, and rice I had brought from Thailand. It’s a challenge when you’re trying to time a bunch of different stir-fry dishes and coordinate preparation with five other people! In the end the dinner was a delicious success. Sometimes late at night I go into the kitchen to cook my own food as a way to de-stress. I’ll call Richard to come and help me finish what I’ve made as a fun study break. He’s a fan of my Thai milk tea." Hanoi

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.” Hannah

Hannah Untereiner
(above right)
Hometown
Takoma Park, MD
Major
American Studies
Activities
Whim ‘n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

Deena (left) goes to every one of Hannah’s performances with TUIB, Yale’s folk singing group. Over the years, she’s learned the words to all their songs.

Deena and Danny (below) are involved in the Yale Hunger and Homelessness Action Project.

Hanoi invited Richard (right) to take an Electrical Engineering class with him. Richard says it’s a course he “probably never would have considered, but it became one of my favorite courses at Yale” and inspired his participation in Bulldog Bots, Yale’s undergraduate robotics organization.

Richard, Danny, and Mark go sledding on the big hill by the Divinity School during snowstorms.

Lamthran “Hanoi” Hantrakul
(above center)
Hometown
Bangkok, Thailand
Major
Applied Physics, Music
Activities
Yale Jazz Ensemble, WYBC Radio, Asian American Cultural Center, Salsa dancing, CEID Workshop designer

Deena (left) goes to every one of Hannah’s performances with TUIB, Yale’s folk singing group. Over the years, she’s learned the words to all their songs.

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Richard, Danny, and Mark go sledding on the big hill by the Divinity School during snowstorms.

Hanoi, Mark (above left), Ethan (above right), and Aaron were assigned to be suite mates in their freshman year. They realized they all played instruments and started a band called Suite Spot.
“The most important factor in my closest friendships is how much we prioritize each other, even in the face of homework or extracurriculars or other life.”

Caroline

“1 a.m. before a snow day, Hanoi was showing everyone some music he’d been working on. Mark got his trombone to play along, and after five minutes, he, Ethan, Hanoi, and I were all playing our respective instruments. Then Ethan’s girlfriend joined in on the vocals, and we jammed for two hours. The best lesson I’ve learned outside of the classroom is to cherish every moment with friends. It’s tempting to have a concrete plan for every moment to maximize productivity and happiness, but it’s just as important to let a meal that was going to be an hour be 2+ hours if you’re having a truly great conversation.”

Aaron Effron

Hometown
Brookline, MA

Major
Physics

Activities
Society of Orpheus and Bacchus (a cappella), intramural soccer co-captain

Caroline

Andersson

Hometown
Hudson, OH

Major
Mathematics & Philosophy

Activities
Morse College Head Freshman Counselor, Proof of the Pudding (jazz a cappella), Yale Dance Theater, Steppin’ Out (step team) president, Harvest preorientation trip leader

“My friendships at Yale are amazing. Together we have talked excitedly for hours about classes, despaired about mountains of homework in those same classes, laughed and celebrated when we got through midterms, watched each other’s incredible performances, had our hearts broken, tried new things and met new people, made mistakes, and danced until our legs couldn’t move any more. We have found so much joy in learning more about each other.”

Caroline

Kevin and Jessica

Kevin and Jessica met in a music history class and also took Roman Architecture and Opera Libretto—subjects that were off our radar but turned out to be fascinating.”
Breaking News.
(A few of the year’s top undergraduate stories)

Solar Decathlon
A team of Yale College students, led by junior Architecture majors Katherine McMILLand and Juan Pablo Ponce de Leon, will be one of seventeen university teams competing in the U.S. Department of Energy’s Solar Decathlon—the first Yale team to participate in the prestigious biennial contest. The team, which also includes students majoring in Electrical, Environmental, and Mechanical Engineering, in Economics, and in Geology and Geophysics, will design and build an affordable and energy-efficient solar-powered house—christened the Y-House—for the Decathlon, which takes place in California in October 2015.

All That Jazz
The Yale jazz group Newspeak—a team of Yale College students, Akrawi (voice)—released its All That Jazz which takes place in California which also includes students have earned summer fellowships

Health Innovators
The inaugural Thorne Prize for Social Innovation in Health, sponsored by the Yale School of Public Health, was won by a team of four Yale students—including undergraduates Ruchit Nagar, Ifedolapo Omiwole, and Leen van Besien—for Khushi Baby, an inexpensive digital necklace for infants that records their vaccination history and communicates with a mobile Khushi app via a technology called near-field communication. The students, who developed Khushi Baby in the course Appropriate Technology for the Developing World, used the $25,000 prize to begin field research in India, which has one of the lowest vaccination coverage rates in the world. A successful Kickstarter campaign has allowed them to pilot the project this year: with just eight smartphones, Khushi Baby ensures that 4,000 children in 100 immunization clinics are getting the vaccinations they need.

Tech Bootcamp
Twenty-six Yale undergraduates, majoring in fields from Environmental Studies, were among the thirty applicants chosen to participate in Yale’s second summer Tech Bootcamp. A partnership between the Yale Entrepreneurial Institute and the Yale Student Tech Collaborative, the ten-week, immersive bootcamp teaches full-stack Web programming from the ground up. Apps launched at the end of the summer included “Pear,” created by junior Jennifer Allen and sophomore Sahil Gupta, which encourages social networking by randomly matching students for lunch; and “Bulldog Taxi,” created by seniors Benjamin Burke and Patrick Casey to provide rides from nearby airports to campus.

Lab Candy
Olivia Paveo-Giacca, a junior Cognitive Science major, is helping to promote the sciences among young girls by producing and selling stylish lab gear and science adventure storybooks that disprove stereotypes about how scientists look. Her start-up, LabCandy, earned early backing from the Yale Entrepreneurial Institute, and its successful Kickstarter campaign drew more than 300 contributors this year.

In March, Olivia met with Michelle Obama at the White House about LabCandy’s mission.

The latest stats on who goes to Yale

<table>
<thead>
<tr>
<th>Category</th>
<th>Yale Undergraduate Students</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Major in Arts and Humanities</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Major in Social Sciences</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Major in Biological and Physical Sciences</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Live on campus</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Have jobs on campus</td>
<td>60%</td>
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<tr>
<td>Earn double majors</td>
<td>13%</td>
<td></td>
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<tr>
<td>Participate in community service</td>
<td>42%</td>
<td></td>
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<tr>
<td>Participate in intercollegiate, club, or intramural athletics</td>
<td>80%+</td>
<td></td>
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<tr>
<td>Of incoming freshmen ranked in the top tenth of high school graduating class</td>
<td>90%+</td>
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<tr>
<td>Of freshmen return sophomore year</td>
<td>60%+</td>
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Novel Sounds
In the new Yale College course Musical Acoustics and Instrument Design, students learned the physics of oscillatory systems and the use of engineering and software tools in advance of inventing and building their own musical instruments. The results were as varied as the interests of the participants. Among them: sophomore Julien Soros’s “Siren Song” translates light pulses into musical notes; junior Catherine Jameson’s “Lothloriatar” is a stringed instrument that can only be played by two people working together; and sophomore Jordan Plotner’s “Helmholtz’s Harmonious Homebrew” mimics the sound of blowing air across the mouths of tuned glass bottles.
Studies.
Whether they major in the social sciences, humanities, or arts, in science, mathematics, or engineering, Yale students graduate with a thirst for learning, a greater appreciation for creativity, and a respect for education that they bring to positions of leadership and civic life.

Peter Salovey, President of Yale University
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. 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+
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.

93%
Of undergraduate courses are taught by professors or lecturers. Courses with a graduate student serving as the primary classroom instructor—chiefly in foreign language instruction and freshman English—account for only 7% of courses offered each year.

1,405
International study, research, and internship experiences undertaken by Yale College students in 2013–2014.

$6,663,124
Funding for international experiences in the 2013–2014 academic year.

76%
Of Yale College courses enroll fewer than 20 students.

31%
Enroll fewer than 10.

40
Approximate number of the 2,000 courses that enroll more than 100 students.

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.

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

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

150
Faculty members in the past five years have published research with undergraduates.

40%+
Percentage of Yale College students graduating with a STEM major who are women.

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

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.

99%
Freshmen who return sophomore year.
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 Join fellow creators from across Yale in the Center for Engineering Innovation & Design to collaborate, create, and share functional solutions to meaningful problems.

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 Gerhart Hauptmann’s Porgy and Bess. 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 644.

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. 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.

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

7. School of Architecture Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–63). 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. Divinity School 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. Institute of Sacred Music Find yourself at the interdisciplinary center of the Divinity and Music schools through the Institute’s concerts, art exhibitions, films, literary readings, plays, and lectures. Hear world premieres of new choral compositions. Meet scholars debating divides between liturgical traditions.

10. School of Management Enroll for a course at som and rub elbows with the next generation of corporate and tech 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 Music Explore the resources of the Gilmore Music Library, with one of the largest collections of scores, sound recordings, and music research materials in the United States. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers.

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. School of Medicine On Yale’s medical campus, just three blocks from the College, you don’t have to be pre-med to take advantage of the extraordinary research opportunities available to undergraduates—in fields ranging from genetics to biomedical engineering and nanoscience, studying cancer, neurological disorders, and cardiovascular disease. Take classes taught by medical school professors, work in their labs, shadow doctors on their rounds, or volunteer at Yale-New Haven Hospital. Apply to do fieldwork in Peru with your biochem professor and perhaps discover new species of fungi and bacteria living in plant tissues.
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 only, 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.

Monday
3:30 am I sneak out of the professor’s amazing lecture because I’ve agreed to meet my roommate 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 “Marnies.”

Evening
We grab Indian food for a friend’s birthday at one of the many tasty Indian restaurants in New Haven. Then I head to Glees Club rehearsal, where we’re preparing to perform Maurice Duruflé’s Requiem in a few months.

Tuesday
6:15 am 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.

Evening
We’re preparing to perform Maurice Duruflé’s Requiem, 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.

Wednesday
3:30 pm I shop Natural Resources and Their Sustainability, aiming to narrow down the classes I’ll take in my major this semester.

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.

Johanna Press
Hometown
Upper Dublin, PA
Major
Geology and Geophysics
Class
Sophomore
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.

**Science and Engineering Undergraduate Research** Yale is one of the world’s foremost research universities. Independent scientific research and engineering 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 undergraduates an opportunity to combine course-based study, research, mentorship, and career planning in the fields of science and technology. The program is designed to support women, minority, economically underprivileged, and other historically underrepresented students in the sciences, engineering, and mathematics. 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 coursework in foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. (See pages 62–67)

**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 resident 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 adviser who is a Yale faculty member or administrator affiliated with his or her advisee’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.
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 Goones) 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 experiences—one as an electrical engineer and two 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
Eavesdropping on Professors.

(Great minds talk about teaching)

One fall afternoon some of Yale’s (and the world’s) leading thinkers in history, biomedical engineering, evolutionary biology, religious studies, literature, astrophysics, political science, 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.”

**Mark Saltzman**

“There are 16 faculty members in Biomedical Engineering and we have 20 to 25 majors each year, so nobody is anonymous. Every student does research. They all do a significant senior project. They all take classes with most of the faculty during their time here. When I meet their parents at graduation, I know something significant about each student. That’s pretty rare.”

**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**

Gandhi and the Politics of Nonviolence; Directed Studies: Historical and Political Thought; Means and Ends in Politics; Modern Political Philosophy; Empire and Modern Political Thought (with David Bromwich)

**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**

“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* (2013), 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**

Comparative Ethnic Studies; Radical California; Mexicans and Mexican Americans since 1848; Latina/o Histories
Karuna Mantena “What makes students here appealing to teach 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.”

Meg Urry “I was not in a university before coming here. I worked in the lab that ran the Hubble telescope for NASA, which was exciting. But when I came here I felt like I had died and gone to heaven. I think I was born to do this, which was exciting. But when I came here I felt like I had died and gone to heaven. I think I was born to do this.”

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.”

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.

Karuna Mantena “What makes students here appealing to teach 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.”
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 Poets of the 21st Century; 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. He is also a frequent contributor to academic journals, and his reviews and articles have appeared in 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 12); Style, Purpose, and Persuasion in Literature; English Literature and the French Revolution; Lincoln in Thought and Action; The Age of Johnson; Wallace Stevens; Empire and Modern Political Thought (with Karuna Mantena)

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.”

Mark Saltzman “There’s something different about rigorous training in engineering embedded in a liberal arts tradition. One of the features of a liberal arts education is that you’re required to take courses in all sorts of different things. For instance, we think it’s important that our students study a foreign language as well as the social sciences. Taking different kinds of classes creates a different sort of curiosity. Our students bring that curiosity to the kinds of questions they’re asking and trying to answer in science classes and engineering research labs. It’s certainly a different experience than at other places I’ve been where, if you’re an engineering or science major, you’re studying the same kinds of things in the same kind of way that other students around you are studying. You’re also living with other science and engineering majors. Here, students are living among future historians, future economists, English majors, and political science majors, all bringing their own brands of thought to questions and ideas.”

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 where graduate students and undergraduates mix. Surprisingly enough, the presence of a strong graduate program has an extraordinary impact on the quality of the undergraduate program. You might think that the two stand in tension, but in fact they don’t. We not only have a very rich graduate program in my field—one in which there is a great deal of mixing among graduate and undergraduate students in classes, outside of class, in activities—but 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 close by. That’s something very special about Yale, and it gives the Yale undergraduate a completely different kind of experience.”

Q

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

Mark Saltzman

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Michael Donoghue  “A lot of it is about scale. Yale is just that much smaller and more intimate than some of the other universities where I’ve taught. So I find a lot better connection to students and integration across disciplines. I have friends and colleagues spanning very different parts of the University, and that’s something that comes with the territory of being smaller. Yale doesn’t just talk about making connections and integrating students into research – it actually happens here very effectively.”

Michael Donoghue
Sterling Professor of Ecology and Evolutionary Biology, 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 EEB, the Peabody Museum of Natural History, and the School of Forestry and Environmental Studies. The Donoghue lab team includes undergraduate and graduate students and postdocs, and focuses primarily on plant diversity and evolution.

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

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

Professor Urry 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, her 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.

Recent Courses
University Physics; Advanced General Physics; Gravity, Astrophysics, and Cosmology; Modern Physical Measurement (co-taught); Perspectives on Science and Engineering (co-taught)
A Hands-On Education.

(From theory to practice)

Yale celebrates innovation and the entrepreneurial spirit. Whether you are working on a problem set in your “flipped” Chemistry class, meeting with a writing tutor to discuss topic sentences and supporting quotes for a History paper, studying the language of color and the articulation of space in Introductory Painting, or collaborating with classmates on the design and construction of an engineered system for a Yale client at the Center for Engineering Innovation & Design, you will find that teaching and learning here are evidence-based, hands-on, and focused on inspiring a deeper engagement with the subject.

The Scientific Enterprise.

In science and engineering class-rooms, Yale College students work at the cutting edge of collaborative research on projects that have the potential to advance the human condition. Trained to innovate with a sense of purpose, they not only gain fundamental knowledge of science and expertise in designing technological systems, but also cultivate a strong understanding of the complex social, political, economic, and environmental implications of developing complete solutions to global problems.
Next-Gen Knowledge.

(One-of-a-kind Yale treasures inspire independent research)

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 3D printers and tools for photoelectron spectrosyne, 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.

Yale’s Peabody Museum of Natural History

In the 1870s, O.C. Marsh led Yale College students on expeditions into the Wild West, and his discoveries of dinosaur and mammal fossils captured the public’s imagination. As the Peabody’s first leader, he and his colleagues were exceptional naturalists who shared a keen ability to draw unexpected insights from material objects. Their collections and observations underpin today’s science, with insights that still drive our understanding of Earth’s history, life, and cultures. Environmental change brings new urgency to Marsh’s central questions—what species exist on Earth, where they live, and how they have changed over time—and Peabody curators work with scientists around the world to describe not just species, but the entire “Tree of Life.”

Senior Mary “Cassie” Stoddard is the founder of the Yale Ecology and Evolutionary Biology Undergraduate Group (YEEBUG), an official University organization that actively promotes undergraduate involvement in the New Haven community, largely through volunteer work at the Peabody Museum. Last fall, YEEBUG helped coordinate “The Natural History of Witches and Wizards: A Peabody Halloween,” an educational event that drew hundreds of costume-wearing New Haven residents.
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.

A Smashing Success

Katherine Lawrence came to Yale with an interest in experimental high-energy physics, but little idea of what a working physicist’s life might be like. That changed quickly. “Starting freshman year, I was able to join a lab and begin to see the daily reality of academic physics research. It was very satisfying to see concepts from the classroom used in cutting-edge research and to apply intuition gained in lab to my own work.”

Lawrence spent two summers at CERN’s Large Hadron Collider in Geneva, Switzerland, studying the production and decay of the tau lepton particle with Professor Sarah Demers, and she was in attendance at the historic announcement of the discovery of the Higgs boson. She says that “Professors Demers and Meg Urry were important mentors throughout my years at Yale, especially as women in a male-dominated field. I’m most grateful for the strong relationships I developed with Yale faculty members, who continue to inspire my goal of pursuing an academic career.”

Awarded a prestigious Hertz Fellowship at the end of her senior year, Lawrence is now a doctoral student in Atomic, Molecular, and Optical Physics at MIT.

Katherine Lawrence did her research at Yale’s A.W. Wright Laboratory. Home to a broad research program in nuclear, particle, and astrophysics, it offers state-of-the-art facilities for research on neutrinos and dark matter, including the study of neutrino properties, searches for dark matter particles and the origin of matter-antimatter asymmetry, and related topics in the physics of weakly interacting particles and fields.

Outside of the lab, Katherine Lawrence took several language classes for fun—Chinese, Korean, and Egyptian hieroglyphs. She was a member of the Yale Drop Team and quarrtermaster of the Yale Pistol Team, which competed in the national championships in Georgia. A native of Boulder, Colorado, she also enjoys snow sports, traveling, and baking.

Opposite page: The Yale Center for British Art (YCBA) houses the largest and most comprehensive collection of British art outside of the United Kingdom. The center’s collection of paintings, sculpture, drawings, prints, rare books, and manuscripts reflects the development of British art, life, and thought from the Elizabethan period onward.

Andrew Lee’s YCBA research was “the latest in a series of opportunities the museum has afforded me.” In addition to coordinating training for the center’s student guides, he is helping stage a performance art piece by the Interventionists at the YCBA, where the director “has been quite generous to us and very enthusiastic about the idea.”
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 Martin 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 healthcare 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 $6.6 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.”

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 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 my attempts to describe various game animals in the U.S. Trying to convey North American wildlife, not to mention my daily life in New Haven, made me feel as though I were describing life on a different planet. 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.”

Yalies Abroad 2013–2014

Africa: 62
Asia: 340
Australia: 7
Europe: 752
Latin America: 182
Middle East: 45
Multiple regions: 16
North America: 1
Total: 1,405

Samoa

Suriname

The photos in this chapter were provided by the students featured, except for Yuefei Qin’s portrait, which was taken by Lisa Kereszi.
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 to understand the problems and issues that confront people throughout the world, someone who is educated about the world and has experienced it, who feels comfortable interacting with a diverse group of people and can step out of the comfort of home with confidence.

Post-Yale Plan “Undecided, but eventually I’d like to work for the World Bank.”

“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

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Yuefei

“My professor in Oman took all of us on a daytrip to explore the nearby mountains. It was in the middle of our rural homestays, so I was dressed accordingly in a long black abaya (the traditional robes for women on the Gulf) and a headscarf. I remember sitting on a park bench, texting my host mom in Arabic, and worrying about how scandalized my host family would be if I was out past magrib, the evening call to prayer. And out of nowhere everything that was happening began to sink in: I was thousands of miles from home, wearing something I had only seen in pictures, and trying to live up to a set of expectations from a culture that didn’t belong to me. I began to laugh uncontrollably. I realized how thoroughly I had immersed myself in a culture that had once seemed so mysteriously foreign to me. That realization filled me with an incredible sense of accomplishment.”

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 fit into the unique Chinese market, while maintaining its Western identity and corporate conduct. I was therefore convinced that Western and Oriental cultures could coexist harmoniously, and would in a way rely on each other. I believe my education at Yale not only well prepared me for such a demanding job, but also will build a solid foundation for me to tackle challenges my country and people might face in the midst of an increasingly internationalized world.”

Yuefei Qin

“After my graduation from Yale, I wish to go to Oxford and pursue an MPhil degree in Politics or International Relations.”

Yuefei Qin

Hometown Chongqing, China
Majors Political Science and Electrical Engineering
Yale International Experience Intel Corporation in Beijing, China, summer internship working as assistant to general manager: “I worked directly with Intel China’s marketing managers in developing project milestones and capturing key campaigns to promote products.”
Global Citizen “One who looks upon every human being as his or her companion, regardless of that person’s nationality, complexion, religion, and so on.”
Post-Yale Plan “After my graduation from Yale, I wish to go to Oxford and pursue an MPhil degree in Politics or International Relations.”

Oman

Stephanie Brockman

Hometown Thompson, ND
Majors Near Eastern Languages and Civilizations with a concentration in Arabic and Islamic Studies
Yale International Experience Spent a spring in the Sultanate of Oman through a program sponsored by the School for International Training, through Yale’s Auerbach and Grayson/Leitner international internship, interned in Morocco.
Global Citizen “The world becomes more than just a list of places that you hear on the news, but rather, a series of reference points that correspond with places where your friends live and experiences that you had and new points to explore. It’s a certain way of looking at the world that makes it a very inviting place.”
Post-Yale Plan “Either a summer or a year of advanced Arabic study abroad, followed by law school. Right now, I’m leaning toward the idea of going into corporate law and working with companies with strong business ties to the Middle East. I have put so much of myself into developing my knowledge of Arabic and can’t imagine not using that in the future.”

Stephanie

Center for International and Professional Experience
Yale’s Center for International and Professional Experience (CIEP) encourages and supports safe, extraordinary international experiences of every kind.

Study
Yale programs include Yale in London; Yale Summer Session (most recently, courses were offered in Argentina, Brazil, Chile, China, Croatia, Czech Republic, Ecuador, France, Germany, India, Italy, Japan, Kenya, Peru, Russia, Singapore, Spain, and Swaziland); and year or term abroad approved programs run by other institutions or providers.

Internships
The Office of Career Strategy offers Yale-sponsored internships in 20 countries around the world. These internships provide more than 150 opportunities to explore career fields in an international environment, with support and oversight from Yale and from alumni networks. Placements reflect the full range of interests among Yale students, from journalism to the arts, politics to public health, and finance to technology. Yale also partners with other organizations to provide many additional internship opportunities.

Independent Initiatives
Students who are ready to develop their own activities abroad are encouraged to discuss their plans with advisers and faculty, to register their travel and understand the support provided by Yale, and to use the institution’s extraordinary resources to make the most of their experience abroad.

Research
The possibilities for international research are extensive. Students work with their residential college dean, academic advisers, and departments to define projects. Many Yale students spend the summer following their junior year abroad doing research for a senior essay or thesis.

Laboratory and Field Research in the Sciences and Public Health
Students can combine international experience with deepening their understanding of science by spending a summer working in a laboratory at an institution abroad, or by participating in a field-based project.

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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.”

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 worldviews. One of the most significant lessons of studying abroad was the importance of exploring outside my comfort zones.”

Andrew

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.”

While the goals of the grassroots non-governmental organization where I volunteered were noble, I got to see firsthand both positive and negative aspects of not-for-profit work. We were working with a village of about 500 Guarani natives. As volunteers we were assigned to cook, distribute clothes and kitchenware, and take lice out of hair and clip nails of villagers—I found the cooking counterproductive and didn’t understand why we weren’t working with villagers to show them how to manage the lice and clip nails for themselves. As foreigners, and especially as students who go abroad with idealist intentions, we need to be very careful to avoid neocolonialist tendencies or to patronize the people we mean to help. In essence, my experience redefined the term ‘sustainable development’ for me.”

Lauren

Lucas O’Connor
Hometown: Rochester, NY
Majors: Theater Studies and Literature
Yale International Experience
Studied at Oxford junior year, traveled by Eurostar pass throughout Europe for a month; received a summer fellowship to study Chinese opera in Hong Kong; toured the world with the Yale Whiffenpoofs during the summer.
Global Citizen “A traveler, or a nomad, unbound by country lines. A global citizen has a responsibility to see and experience as much of the world as he can.”
Post-Yale Plan “To write and act, hopefully for films.”

“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 was inspiring and I wished that I could take some of the Mauritanians’ energy and passion back with me to the United States.”

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

Flora

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
Yale students are surrounded by opportunities from the moment they arrive on campus as freshmen—intellectual, entrepreneurial, artistic, international, professional, and research opportunities that launch them toward both long-term ambitions and unforeseen achievements. Yalies leverage these opportunities in countless impressive ways and learn how to ask good questions, seek out the right mentors, and create experiences that are professionally and personally rewarding. In this chapter, we chronicle the trajectories of three soon-to-be graduates who have successfully connected the dots between a Yale education and the Real World.

**Gaining Perspective**

Aaron Feuer

Residential College

Ezra Stiles

Major Political Science

**Recoding Education**

Aaron Feuer

Residential College

Ezra Stiles

Major Political Science

**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.

**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 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 Grant Strategy, Professor Gaddis’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.’"

**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.

**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.

“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.”

**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)
“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.”

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, literariness, and a fascination with global politics.” A spring break outreach trip to Titulhuaca, 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.

He also gains admission to the Humanities and Medicine Program at the Icahn School of Medicine at Mount Sinai, which guarantees medical school acceptance to 30 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.”
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
is 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 rung 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.

Inspired by Icons.
(Why architecture matters)
Old Campus 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.
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.

Completed in 1930, Sterling Memorial Library was designed by James Gamble Rogers, who called the building “as near to modern Gothic as we dared to make it.” Devoted primarily to the humanities and social sciences, it has fifteen stack levels and eight floors of reading rooms, offices, and work areas. A just-completed restoration of the nave has revealed long hidden decorative details and updated programmatic areas to better support the needs of today’s users.
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.

Malone Engineering Center
Built in 2005 according to state-of-the-art sustainable building standards, Malone 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.
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 more than 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.

Noah Webster Lived Here.

(Bumping into history at Yale)
“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

For well over a decade, Yale and New Haven have been creating the template for the 21st-century city, investing in a new biotech industry and partnering 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.

For uptown night out, Ninth Square, a short walk from campus, offers the upscale and hip spots. Ashley’s Ice Cream For decades a New Haven favorite, located on York Street, and voted “New Haven’s Best” by the local press.

In downtown New Haven, the center of the city’s original grid, the 17-acre Green is bordered by Yale, New Haven government offices, Chapel Street shops, and a lot of history. The Yale Daily News calls it the city’s epicenter and says, “Whenever something major comes to New Haven, it shows up on the Green,” from festivals to concerts to protests. It’s the stage for the New Haven Jazz Festival and other concerts — and it’s where the bodies are buried (in the Center Church Crypt). The center of the city’s original grid, the 17-acre Green is bordered by Yale, New Haven government offices, Chapel Street shops, and a lot of history.

Mory’s: A Yale Tradition Founded in 1881, Mory’s is a unique Yale dining experience — membership in this upper club is open to Yale students, faculty, and alumni. Mory’s is known especially for its toasting nights and entertainment by superb a cappella groups including Yale’s most famous, the Whiffenpoofs.

The great debate: Sally’s vs. Pepe’s New Haven’s Wooster Street is well known for its delicious pizza. Lines outside its most popular establishments are often so long.

Louis’ Lunch Credited by some with inventing the hamburger in 1900. (Just don’t ask for ketchup!)
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

Senior 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)
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 glee 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 35 teams (of which 29 are NCAA Division I) 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 glee (that’s fight song in modern parlance)—including Cole Porter’s “Bulldog!”—as loud as ever.

Mission

“Yale student athletes... undertake the challenge of a high-level education while proudly representing Yale University in the pursuit of championships. Through exceptional facilities and coaches, Yale Athletics ensures that our students learn the important values of leadership, integrity, discipline, and teamwork. The aspiration is that in the course of preparation and competition, students enter a co-curricular laboratory for learning that will fit them to lead in all of their future endeavors.”

—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)

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 130 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, the game alternates between the Yale Bowl and Harvard Stadium.
2,400+
Students who participate in intramural games through the residential colleges.

83%
The percentage of the student body participating in some form of athletic activity each year.

800+
Yale students who participate in varsity athletics each year.

200+ Olympians
More than 200 Yale players and coaches have taken part in modern (post-1896) 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 Elis competing. At the 2010 Winter Games in Vancouver, Natalie Bihary ’10, 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 Rible ’10, who won gold rowing on the U.S. women’s eight team; Ashley Brzozowicz ’04, who won silver with the Canadian women’s eight; and Charlie Cole ’17, who won bronze with the U.S. men’s four team. Most recently, at the 2014 Winter Games inSochi, Phoebe Staenz ’17 won bronze as a member of the Swiss women’s ice hockey team.

2,400+ programs that include its broad-based inter-collegiate and affiliated post-secondary pursuits and qualifying for NCAA competition. The ultimate goal of Yale’s athletic program is 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.

Conferences
Yale takes pride in its broad-based inter-collegiate athletic program that includes competition in the Ivy League Conference and the Eastern College Athletic Conference (ECAC). Most of Yale’s intercollegiate contests are against traditional east coast opponents with emphasis on winning the Ivy League title. All sports, with the exception of football, have the ultimate goal of qualifying for NCAA and affiliated post-season championships.

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.

Varsity Teams
Baseball
Men’s Basketball
Women’s Basketball
Men’s Crew (Heavy and Light)
Women’s Crew
Men’s Cross Country
Women’s Cross Country
Men’s Fencing
Women’s Fencing
Field Hockey
Football
Men’s Golf
Women’s Golf
Men’s Gymnastics
Women’s Gymnastics
Men’s Ice Hockey
Women’s Ice Hockey
Men’s Lacrosse
Women’s Lacrosse
Coed Sailing
Women’s Sailing
Men’s Soccer
Women’s Soccer
Softball
Men’s Squash
Women’s Squash
Men’s Swimming and Diving
Women’s Swimming and Diving
Men’s Tennis
Women’s Tennis
Men’s Track and Field
Women’s Track and Field
Women’s Volleyball

Club Sports
Archery
Badminton
Balloon Dance
Men’s Baseball
Men’s Basketball
Women’s Basketball
Cricket
Cycling

Equestrian
Field Hockey (coed)
Figure Skating
Fishing
Golf
Gymnastics (coed)
Men’s Ice Hockey
Indoor Climbing
Karate (Shotokan)
Kendo
Men’s Lacrosse
Women’s Lacrosse
Muay Thai
Polo
Powderlifting
Rifle
Road Running
Men’s Rugby
Women’s Rugby
Ski & Snowboard
Skiing (Alpine)
Skiing (Nordic)

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.

Johnson Field
A 750-seat synthetic turf complex housing the field hockey team. It is adjacent to the William D. Ritter 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 2014, 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.

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.
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 the 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.

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.

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

Emily Zende 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 Theater Studies major in Ezra Stiles College. She participates in theater, tutoring, Roosevelt Institution, and intramurals.

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

Mallory Bayes 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 Tai of Davenport College 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.

Mark Sonnenblick of Silliman College participates in the improv group Purple Crayon and The Yale Record. He also started an undergraduate rock band.

Mallory Bayes 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.

Emily Jenda 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.

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.

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The Daily Show.

(A slice of Yale’s creative life during one spring weekend not so long ago)

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 (Thornton Wilder, Paul Newman, Maya Lin, Jodie Foster) and satisfying pretty much any artistic desire any day of the week. We picked one weekend in spring.

Friday


Be hip at the Yale Bally Dance Society’s Hip against Hunger: 3rd Annual Gala Show. Afterward, stop by the Calhoun Cabaret at Calhoun College to check out the band your Future is Asian architect Frank Gehry’s talk two nights ago, then make a plan to come back next Tuesday for 50A’s Film Series “The Future is Asian.”

Explore the ethical consequences of murder with “wry irony and consummate skill” through two films: Mauvaise Violeuse and Le Boucher, directed by Charles Chaplin and Claude Chabrol, respectively, and loosely based on real-life scandals. Every weekend, and in special conferences and festivals, Films at the Whitney helps foster Yale’s dynamic film culture with free screenings at the Whitney Humanities Center auditorium.

If that’s too highbrow for your mood, start your night with the all-ages show at Toad’s Place, then head over to the special exhibitions “Colorful Impressions: The Printmaking Revolution in 18th-Century France” and “Master Drawings from the Yale University Art Gallery.” After lunch at Artistic Café across the street, return for student guide Susan Morrow’s talk “Angles on Art.”

Take the Masterpiece Tour at the Yale University Art Gallery (YUAG), stopping at the special exhibitions “Flesh and Your Desire: Women in Contemporary Art” and “The Whitney Makes: A Different Drum.”

Sooth your soul with Mendelssohn’s Elijah performed by Yale’s Philharmonia Orchestra, Camerata, and Glee Club.

Face your fears at the School of Architecture’s symposium “Mobile Anxieties,” featuring keynote address “Mobility, Security and Creativity: The Politics and Economics of Global Creative Cities.” What are the precedents for mobility in architecture and how are they related to a general sense of unease?

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.

Saturday

Get an early start with a morning of music at the Woolsey Concerto Competition, where School of Music instrumentalists and singers compete for the opportunity to appear as soloists with the Philharmonia. Make it a marathon and head to Sprague Hall in the afternoon to watch the broadcast – live in HD – of the Metropolitan Opera’s performance of Strauss’s The Rake’s Progress.

Revisit your childhood and see your cutest perform for New Haven’s youngest at the Yale Children’s Theater production of Robin Hood. Or step on stage yourself in afternoon rehearsals of the Dramatic’s production of Tony Kushner’s Angels in America: Millennium Approaches (one of 90 student theatrical productions each year).

Close the weekend with an eclectic mix of live music: the annual Stan Wheeler Memorial Jazz Concert at the Law School, 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 Practicum at the Afro-American Cultural Center.

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

Pick up subsidized tickets provided by your residential college and head into New York with friends to see the American Ballet Theatre’s production of Pokiné’s Les Sylphides. Or enjoy a night of theater right here on campus at the Yale Repertory Theatre, where lords and ladies are gathering for Oscar Wilde’s comedy of serial seducers and mortalizing monomaniacs, A Woman of No Importance.

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**
  - Anime Society
  - DAY (Design at Yale)

- **Design**
  - Calligraphy Association
  - Undergraduate Native American Arts Council
  - Woodworking Club
  - Yaildakes

- **Dance**
  - Alliance for Dance
  - Ballet Fokilónico Mexicano
  - Belly Dance Society
  - Dance Practicum at the Afro-American Cultural Center
  - Danceworks
  - A Different Drum
  - Groove Dance
  - Jahan Bhangra Team
  - Konjol African Dance Troupe
  - Lion Dance Troupe
  - Phoenix Dance Troupe
  - Rhythmic Blue
  - Sabrosura
  - Stepz’ Out
  - Swing & Blues
  - Tango Club
  - Tap
  - Undergraduate Ballet Company
  - Yale Dance Theater
  - Yale Ranggeela: Fusion Dance
  - Yalebancers
  - Ya Yue Chinese Dance Troupe

- **Fashion**
  - Berkeley Knitting Club
  - Runway Inc.

- **Film**
  - Bulldog Productions
  - Project Lens
  - Undergraduate Film Society
  - South Asian Film Society
  - Yale College Film Festival
  - Yale Film Alliance

- **Music**
  - Berkeley College Orchestra
  - Black is the Color
  - Blue Feather Drum Group
  - Concordia Flute Ensemble
  - Coup de Brass
  - Duke’s Men
  - Ensemble
  - Paul Huggins African Drumming Core
  - Raga Society
  - Saybrook College Orchestra

- **Other**
  - Out of the Blue
  - Pitch & Tones
  - Proof of the Pudding
  - Red Hot & Blue
  - Shades
  - Singing Group Council
  - Society of Orpheus and Bacchus
  - Something Extra
  - The Spizzwinks (T)
  - Tangled Up in Blue
  - Undergraduate Choral Society
  - The Whiffenpoofs
  - Wim ’n’ Rhythm
  - Yale Russian Chorus
  - Yale Stavich Chorus

- **Theater**
  - The Control Group
  - Heritage Theatre Ensemble
  - Jock Songs (Asian-American theater group)
  - Opera Theatre of Yale College
  - Theatros!
  - Yale Children’s Theater
  - Yale Drama Coalition
  - Yale Dramat

- **Comedy/Improv**
  - The 5th Humour
  - Just Add Water
  - The Purple Crayon
  - Red Hot Pepper
  - Sphincter Troupe
  - The Viola Question
  - Yale Exit Players
  - Yale Record

- **Spoken Word**
  - ¡Oye!
  - Spoken Word Ensemble
  - The Yale Exit Players
  - The Purple Crayon
  - Red Hot Pepper
  - Sphincter Troupe
  - The Viola Question
  - Yale Exit Players
  - Yale Record

- **Singing Groups**
  - The Alley Cats
  - The Baker’s Dozen
  - Duke’s Men
  - Gospel Choir
  - Living Water
  - Magestot
  - Mixed Company
  - The New Blue

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  - Mixed Company
  - The New Blue
Shared Communities.
(Identity, culture, gender, religion, and politics sheltered and nurtured)

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, religious communities, 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.
Afro-American Cultural Center

Host to countless cultural, scholarly, and social events, La Casa Cultural is an integral focus of Latino student life at Yale and a tremendous source of student-community interaction. Founded in 1974 as Casa Bonita, Inc., it 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 topic library, computer room, organizational offices, student lounges, and meeting spaces. It is open to New Haven Latinos and members of other Asian and Black cultures.

Asian American Cultural Center

What can you do at the AACCC? Just about anything—study in the library, cook for friends, enjoy the wide-screen television, play Ping-Pong. Established in 1986, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. More than forty undergraduate organizations are affiliated with the AACCC; students of Chinese, Filipino, Japanese, Korean, South Asian (Bangladeshi, Indian, Nepali, Pakistani, Sri Lankan), 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 (ANAY) was founded in 1989 with the aim of attracting Native American faculty and scholars, expanding course offerings to include Native American history and cultural studies; increasing Native American recruitment; and creating a permanent headquarters for the group. Many of these goals have been achieved, including the establishment of the Native American Cultural Center. ANAY and the center promote Native American culture and explore issues Native Americans face today. Programs include speakers, dinners, study breaks, and movie nights.

Keeping the Faiths

Yale students come from more than thirty 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. “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 on Old Campus, where most freshmen live, the Chaplain’s Office coordinates religious life at Yale, supporting worship services and rituals across faith traditions. It partners with centers for specific faiths and with affiliated community service organizations, and it offers pastoral support and social and educational programs throughout the year.

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 how members of the Intercultural Affairs Council of Yale College framed a recent series of events and discussions focused on “otherness.” The IAC strives to support an inclusive and diverse campus environment—engaged 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.

Women’s Center

The center’s mission is to improve the lives of all women, especially at Yale and in New Haven. As part of a broader feminist movement, it 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.

Broad Recognition

Campus Action Interns

Sprinkler Troupe

Undergraduate Women in Science at Yale

Women’s Leadership Initiative

YWSE

Yale Black Women’s Coalition

and more

LGBTQ Student Co-op

The Co-op is an umbrella student organization that works to foster community among all LGBTQ+ identified people on campus. It hosts weekly meetings and several high-profile events throughout the year and provides support for other LGBTQ organizations.

Broad Recognition

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Sprinkler Troupe

Undergraduate Women in Science at Yale

Women’s Leadership Initiative

YWSE

Yale Black Women’s Coalition

and more

Athletes in Action

Black Church at Yale

Christ Presbyterian Church

Christian Science Reading Room

Episcopal Church at Yale

First & Summerfield

Unidad Methodist Church

Hindu Students Council

InterFaith Forum

International Church at Yale

Latter-Day Saints Student Association

Luther House

Meor at Yale

Muslim Students Association

New Haven Friends Alliance

Orthodox Christian Fellowship

Presbyterian Undergraduates at Yale

Reformed University Fellowship

Rivendell Institute

St. Mary’s Roman Catholic Church

Saint Thomas More Catholic Chapel and Center

Secular Student Alliance

Silk Road Center for Jewish Life

Trinity Baptist Students Undergraduate Friends of Minh & Ur

Unitarian Universalist Student Fellowship

The University Church

Yale Christian Fellowship

Yale Hillel

Yale Students for Christ

Young Israel House at Yale

and more

Bridges

De Colores

Fierce Advocates

Galácticas

Net-So-Right-Fast

PRISM

Q Magazine

Quer Pies

Quer Resource Center

Resource Alliance for Gender Equity

Sappho

and more
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.
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.


1900  1905  1949

Alumnus Aldo Leopold’s seminal A Sand County Almanac is published.  
Yale College launches the Environmental Studies major.

1972  1985

Students initiate a recycling program.

1994

The Yale Student Environmental Coalition host the Campus Earth Summit, a student conference with representatives from 120 American and 29 international universities.

1998

Environmental issues receive heightened attention when a group of undergraduates produces the “Yale Green Plan” and submits its findings and recommendations to Yale College administrators.

2001

Students break ground on the Yale Farm, transforming a brambly acre into a productive market garden.

2003

Yale’s Office of Sustainability is created; today it has 7 staff members and more than 50 student assistants.

2005

President Levin commits Yale to a 43% reduction target of 16% below 2005 levels by 2020.

2007

Yale completes the Class of 1964 Chemistry Research Building, its first LEED-certified building.

2009

Yale opens Kroon Hall, the eighth LEED-certified building on campus. With LEED Platinum status, Kroon generates 36% of its own electricity and uses 35% less energy than a comparable building of its size.

2010

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

2012

Yale opens Kroon Hall, the eighth LEED-certified building on campus. With LEED Platinum status, Kroon generates 36% of its own electricity and uses 35% less energy than a comparable building of its size.

The sustainability experience at Yale can start even before the first semester begins. Each year, 400 incoming students participate in Freshman Outdoor Orientation Trips (FOOT), and Yale Harvest allows incoming freshmen to spend five days working on a family-owned organic farm.

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

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 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 2013 include a 38% recycling rate, a 16% reduction in campus greenhouse gas emissions, and 95% composting of food waste.

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.
In the early nineteenth century, Yale College became the first school in America to offer a modern science course—chemistry. Today, you can major or take courses in twenty-eight STEM disciplines, from Applied Mathematics to Biomedical Engineering to Physics. And with 60+ student STEM organizations on campus, the opportunities for extracurricular activities are limited only by your interests and imagination. Join the editorial staff of Yale Scientific, the nation’s oldest college science publication. Be one of more than 1,200 coders participating in Y-Hack, the national hackathon established by three Yale undergraduates. Earn certification as an EMT through the student-run Yale Emergency Medical Services. Travel to Cameroon with the Yale chapter of Engineers Without Borders to work on a water distribution project. Tutor New Haven elementary- and middle-school students in math. Join the Undergraduate Aerospace Association, featured here, and work in teams to build and fly rockets, planes, quadcopters, and UAVs. Or create a new organization and make your own mark on life outside the lab at Yale.

"Being a part of YUAA has been an incredibly formative and fun experience. I went from being a freshman who didn’t know the first thing about engineering to part of the team that won second place in the Intercollegiate Rocket Engineering Competition’s payload competition for our rocket, Chronos, and our experiment to test for effects of special and general relativity. Now, as one of the organization’s co-presidents, I’m learning about the management of engineering projects and working to create a larger community of people excited about engineering and science at Yale."  
Genevieve Fowler

Student Groups
American Indian Science and Engineering Society
American Institute of Chemical Engineers
American Society of Mechanical Engineers
Arnold Air Society Association of Undergraduate Chemistry Students
BioSpace
Bioethics Society
Biomedical Engineering Society
Bulldog Bots
Bulldogs Racing
Catalyst at Yale Club Geo
Colleges Against Cancer
Community Health Educators
Design for America Ecology and Evolutionary Biology Undergraduate Group (YEEBUG)
EI Wilderness Medicine Association
Engineering World Health at Yale
Engineers Without Borders
The Flying Bulldogs Gamers@Yale
HackYale HAPPY
Institute of Electrical and Electronics Engineers (Y-IEEE)
Math and Science (MAS) Familias
Math Society
Mathcounts Outreach
Medical Professions Outreach
Medicine in the Arts and Humanities Collective
MedX Students
Minority Association of Pre-Medical Students
National Society of Black Engineers
P.H.: The Yale Journal of Public Health Peer Health Educators Public Health Coalition Remedies at Yale Student Association (RYSA) SMaT (Science and Math Achiever Teams)
Society of Physics Students
Society of Women Engineers
STEM at Yale Student Global Health and AIDS Coalition Summer Science Research Institute Sustainability Service Corps Tau Beta Pi TEDyale Undergraduate Coalition for Mental Health and Well-Being Undergraduate Energy Club Undergraduate Pre-Veterinary Society Undergraduate Society for the Biological Sciences Undergraduate Women in Physics Undergraduate Women in Science The Workshop: A Community of Engineers Yale Anti-Gravity Society Yale Drop Team Yale EMS Yale Entrepreneurial Society Yale iGEM Team YaleMakers Yale Scientific Magazine Yale Sight Savers Yale STEAM Yale Student Environmental Coalition Yale Undergraduate Aerospace Association and more
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 week. Students traditionally sit with their parties, arranged from the most liberal party on the left side of the auditorium to the most conservative party on the right—seven parties in all. Over tea, dinner, wine, late-night pizza, or in formal debate, YPU members engage and challenge world leaders, as well as each other. Huffington Post founder and editor-in-chief Arianna Huffington was so impressed with the Union to the left, the Labs don’t use parliamentary procedure or dress up for our own 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.

Known for challenging political assumptions and pushing the Union to the left, the Labs don’t use parliamentary procedure or dress up for our own 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 Liberal Party

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The Party of the Left

The Party of the Left seeks to develop its members as people and leaders and to develop a new vision of the American Left. As such, 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.”

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 truest mark of genuine intelligence.

The Federalist Party

The Federalist Party is the youngest party in the Union. It is a party for conservatives who seek to cultivate a knowledge of the ideas, cultural practices, and institutions that are essential to preserving the United States. It stands for a vigorous but limited government, a public strength born not of size but of conviction.

The Conservative Party

The Conservative Party occupies a right-of-center position within the Union but is closer to the “hard right.” It takes issues seriously, considering ideas important, and logic, practicality, and pragmatism essential. It seeks guidance from the lessons of history and aims to make its own debates and discussions an intellectually enriching experience for all.

The Tory Party

The Tory Party is the party of “reasoned conservatism” at Yale. Founded in 1969, it is known for its thriving alumni network and its fondness for speeches delivered with wit and levity. The party requires members to identify as “conservative,” but does not maintain any party line.

The Party of the Right

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, aggressively conservative, and maniacally eager to challenge anyone and everyone.”

Notable YPU Alumni

Yale law professor Akhil Reed Amar
Former 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
Former Council of Economic Advisers chair Austan Goolsbee
U.S. Secretary of State John Kerry
Oberlin College president Marvin Krislov
EDF president Fred Knapp
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 Rees III
Former Governor Bob Taft
Former U.S. ambassador to Chile John O’Leary
Author Lauren Willig
Former U.S. deputy Treasury secretary Neal S. Wolin
Journalist Fareed Zakaria

YPU members engage and challenge world leaders, as well as each other. Huffington Post founder and editor-in-chief Arianna Huffington was so impressed with the debates when she spoke that she now features YPU events on her news and opinion site.

Retired General Stanley A. McChrystal, former Commander of U.S. Forces-Afghanistan, led a discussion with Yale Political Union members on “Retired: Yalies have a duty to enter national service.”
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 80 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 and leadership—Dwight Hall—students pursue.

“Through the Yale Hunger and Homelessness Action Project (YHHP) I have learned how to effect change with others. YHHP 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 YHHP 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.”

Eliza Schafler

“Through clubs and organizations devoted to musical cures, developing clean energy, sharing community service methods, social entrepreneurship, or even scientific research, Yalies pursue the greater good.

Community Service Student Groups

AIDS Walk/Watch
New Haven
American Red Cross
Amnesty International
Animal Welfare Alliance
Best Buddies
Black Student Alliance
Bookmarks/Summer Book Buds
Bridges
Building Bridges
Circle of Women
College Council for CARE
Colleges Against Cancer
Community-Based Learning
Community Health Educators
DEMOD
Elmswood Enterprise
Engineers Without Borders
Fierce Advocates
FOCUS on New Haven
The Future Project
Genocide Action Project
Girls Run
Global Zero
Habitat for Humanity
HAPPY
Hemispheres
Hunger and Homelessness Action Project
The Instrumental Connection
It Ends Today
Jews for Justice
Mathcounts Outreach
MEDICA
Microfinance Brigades
The Musical Cure
Myanmar Project

Through clubs and organizations devoted to musical cures, developing clean energy, sharing community service methods, social entrepreneurship, or even scientific research, Yalies pursue the greater good.

New Haven Action
New Haven REACH
No Closed Doors
PALS Tutoring and Mentoring
Peace by PEACE
Public Health Coalition
Reach Out
Ready Set Launch
Rotaract Club
RYSA
SMART (Science and Math Achiever Teams)
Splash at Yale
Squash Haven
Student Environmental Coalition
Student Global Health and AIDS Coalition
Students for Autism Awareness
Students for Justice and Peace in Palestine
Synapse
THNK
Uganda Hope Network
Ulysses S. Grant Foundation
Undergraduate Association for African Peace and Development
Undergraduates at CT Hospice
Unite for Sight
Universities Allied for Essential Medicines
Urban Debate League
Urban Improvement Corps
Volunteers around the World
Women and Youth
Supporting Each Other
Women’s Leadership Initiative
World Micro-Market
Yale Refuge Project
Yale Sight Savers
Yale Undergraduate Prison Project
Yale Undergraduates for UNICEF
and more

Peer Counseling
Mind Matters
Peer Health Educators
Peer Liaisons
Walden

“There is 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

“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 student cabin. Work at Dwight Hall is much more than volunteering. It’s a job and a commitment.”

Amy Rothschild

“Yale undergraduates have and provide resources, community agencies that only nonprofit umbrella social service network. support services for more than 80 groups ranging in scope from tutoring to political activism. With Dwight Hall’s support, Yale undergraduates have become a permanent part of New Haven’s social service network. It’s the kind of impact and leadership—Dwight Hall—students pursue.”

Eliza Schafler
Apply.
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.

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 freshman 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.

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.

### Costs for 2015–2016

- **Tuition**: $47,600
- **Room**: $8,200
- **Board**: $6,400
- **Books & personal expenses**: $3,525
- **Total**: $65,725

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

The Good News about the Cost of Yale.

“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*

—the 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.

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 freshman 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 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
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 Valerie Stanley, Director of the Office for Equal Opportunity Programs, 321 Whitney Avenue, ste. Flsos. 203.432.0849. For additional information, see www.yale.edu/equalopportunity.

In accordance with federal 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, fire safety information, and a description of where 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 Deputy Vice President for Human Resources and Administration, PO Box 208324, New Haven CT 06520-8324, 203.432.9300; http://admissions.yale.edu.

The Work of Yale University*

Yale College
Established 1701
Graduate School of Arts and Sciences 1827
School of Medicine 1810
Divinity School 1822
Law School 1834
School of Engineering & Applied Science 1852
School of Art 1869
School of Music 1894
School of Forestry & Environmental Studies 1900
School of Public Health 1915
School of Architecture 1916
School of Nursing 1913
School of Drama 1927
School of Management 1976

*For more information, please see www.yale.edu/bulletin.

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