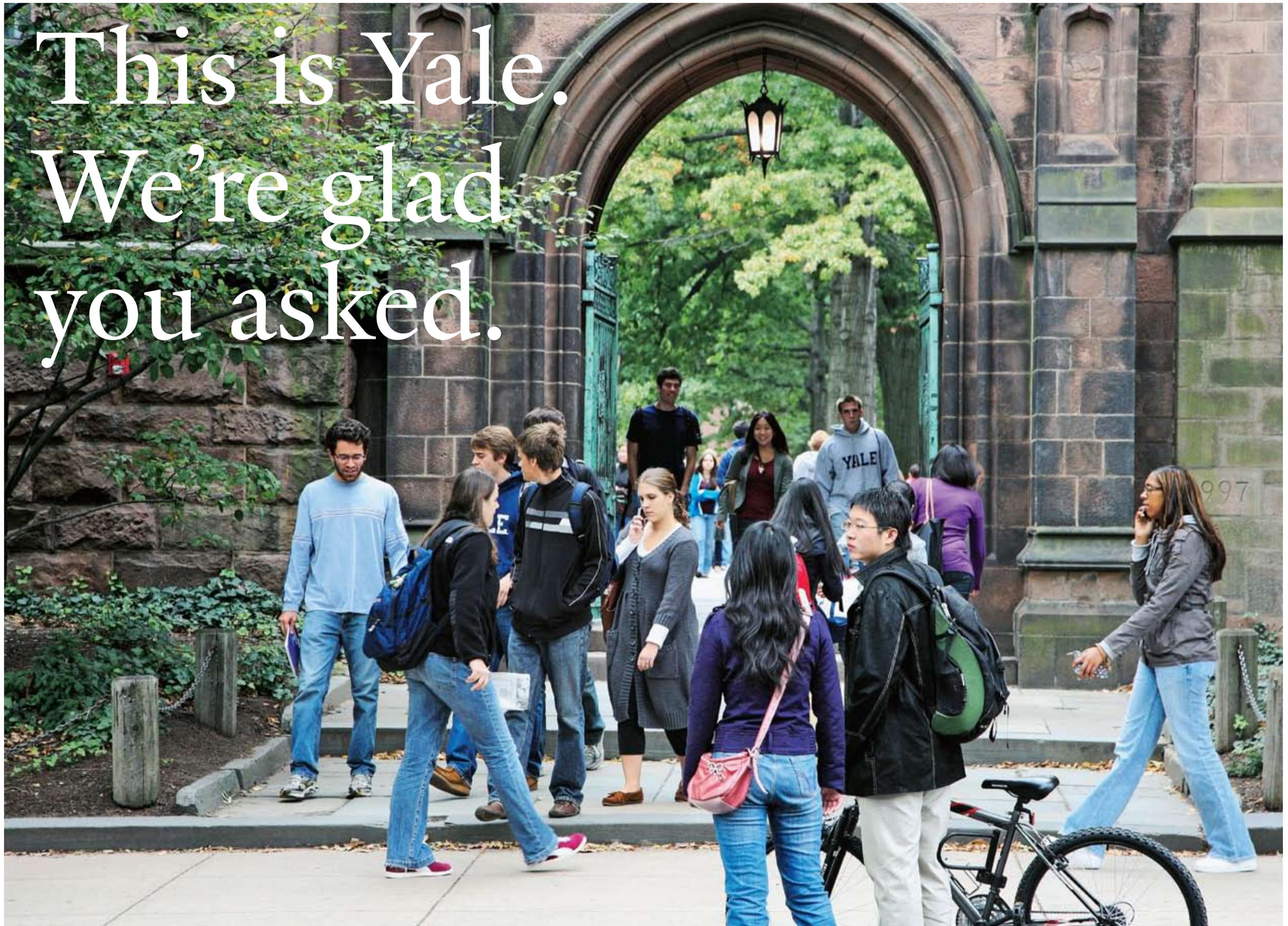


# Yale.\*

\*A Guide to Yale College, 2008–2009



This is Yale.  
We're glad  
you asked.



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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 in between their first and second semesters. Here they share advice on money, independence, and schedules; reflect on their own freshman expectations; and record a day in their lives during the first year.



## A Monday in the life of

- 10:45 am** • Wake up and shower.
- 11:35** • Political Philosophy (One of my favorites in which we discuss great works by authors such as Aristotle, Hobbes, and Tocqueville.)
- 12:35 pm** • Lunch with some friends from Pierson College who take Political Philosophy with me.
- 1:30** • Arabic and then run to WLH (William L. Harkness Hall) for Music Theory because we get out a little late.
- 2:30** • Music Theory.
- 4:00** • Back to my room, talk to Matt, my roommate.
- 6:00** • Matt and I go to dinner at Trumbull.
- 7:00** • Black Men’s Union meeting where we have a guest speaker.
- 8:30** • Club Squash practice.
- 10:30** • Back to the room for reading and sleep.

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

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

## Brandon Sharp

### Hometown

Solon, OH

### Anticipated Major

Political Science and International Studies

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

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

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

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

**On expectations:** Many factors went into my decision to come to Yale, but the most important were the people and the culture. First, I wanted a place that had a strong black community because that was something I was missing in high school. Second, I saw an underlying sense of humility in the culture of Yale that is uncommon at schools of its caliber. The well-established music community and International Studies major were

other key factors, but ultimately the most important part of choosing a school was being comfortable with the people you will be around for the next four years of your life. As for the classes, perhaps I got lucky, but I thoroughly enjoyed my classes first semester. The professors I had were brilliant yet approachable and presented material in a challenging and interesting manner. I have found that in this short semester I have grown significantly intellectually.

### Preorientation Programs

Several optional preorientation programs give 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 issues related to racial identity.

### Freshman Outdoor Orientation Trips

(FOOT) offer six-day and four-day backpacking trips for all levels in the mountains and hills of 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.

### FreshPerson

**Conference (FPC)**, described as “summer camp for big kids,” is organized by undergraduate students and takes place at a nearby camp in Connecticut.

### Orientation for International Students

(OIS) is a program designed to ease the transition of international students to the United States, and to acquaint them with academic life and culture at Yale.

### Freshman

**Counselors** The Freshman Counselor (a.k.a. Froco) Program was established in 1938 and has been an intrinsic and essential component of Yale’s advising system for freshmen ever since. Each first-year student is assigned a counselor who acts as a guide through the transition to life at Yale. Frocos are seniors who are friends/mentors/problem-solvers—but not supervisors or disciplinarians. All freshmen except those in Timothy Dwight and Silliman live together on Old Campus during their first year, and Frocos live among them. (Freshmen are grouped in Old Campus residences by college affiliation, which allows all freshmen no matter their college affiliation to get to know each other.)

### Ethnic Counselors

Every incoming student of color who indicates his or her ethnic background is assigned an ethnic counselor from one of Yale’s four cultural centers (African American, Asian, Latino, or Native American). Ethnic counselors, an additional part of the freshman counseling team, provide an extra layer of informed support to students who wish to have it.

## Zuzana Culakova

### Hometown

Rochester, NY, by way of Slovakia

### Anticipated Major

Chemistry (although I may change to Molecular Biophysics and Biochemistry or Chemical Engineering)



### First Year's Classes

- > Freshman Organic Chemistry (both semesters)
- > Lab for Freshman Organic Chemistry (both semesters)
- > Perspectives on Science (both semesters)
- > Linear Algebra and Matrix Theory
- > Intermediate Microeconomics
- > French Advanced Language Practice II
- > Ordinary and Partial Differential Equations with Applications
- > Environmental Engineering: Aquatic Chemistry

### Activities

- > Ramona Club *Ultimate Frisbee*
- > Demos *Volunteering to do demos and to teach science to New Haven elementary schoolers*

If you know that you are interested in science or research, Perspectives on Science is an excellent way to explore different fields and get a feel for what you would like to study.

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

### On Perspectives on Science:

All of the lecture topics are fascinating. We had lectures from a range of disciplines, including quantum computing, looking for new and novel microbes and drugs in the rain forest, and tissue engineering as it relates to repairing spinal injuries. It also provides an opportunity for the summer.

The program pays for you to do research with Yale faculty, letting you gain experience in a field that really interests you.

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

## A Friday in the life of

- 9:15 am** • Wake up, check email, get ready for classes.
- 9:40** • Walk to Commons, eat breakfast, skim notes for chem.
- 10:30** • Freshman Organic Chemistry, with Professor McBride, who always gives interesting lectures. He usually has a demo that goes with the lecture. One day, to demonstrate how much of a difference there is between isomers, he passed around vials with the two different isomers of carvone — one smelled like caraway and the other like spearmint, even though they only differ in the direction in which one hydrogen atom is pointing.
- 11:20** • Walk back to my suite to finish my Perspectives on Science homework with my suitemate.
- 12:45 pm** • Lunch in Silliman with some of my friends and suitemates.
- 1:30** • Perspectives on Science discussion section. On alternating weeks, lectures by Yale faculty about their current research, and then discussions in smaller sections.
- 2:45** • Rush over to PWG (Payne Whitney Gymnasium) for Frisbee practice. Catch the bus to the IM (intramural) fields. Cleat up and play — we usually practice throwing and catching, drills and scrimmage.
- 6:00** • Catch the IM bus back to campus. Dinner with the team, usually in Pierson.
- 7:00** • Shower, chat with my suitemates and friends in the adjoining suite, and try to get some work done.
- 9:00** • Attend a performance. One of my friends is always performing in something — Glee Club, opera, or Davenport Pops.
- 12:00 am** • Every Friday at midnight freshmen on my floor crowd into our freshman counselor's suite to catch up and eat pizza.
- 1:00** • Bedtime, especially if I have a tournament on Saturday.

## Oscar Pocasangre

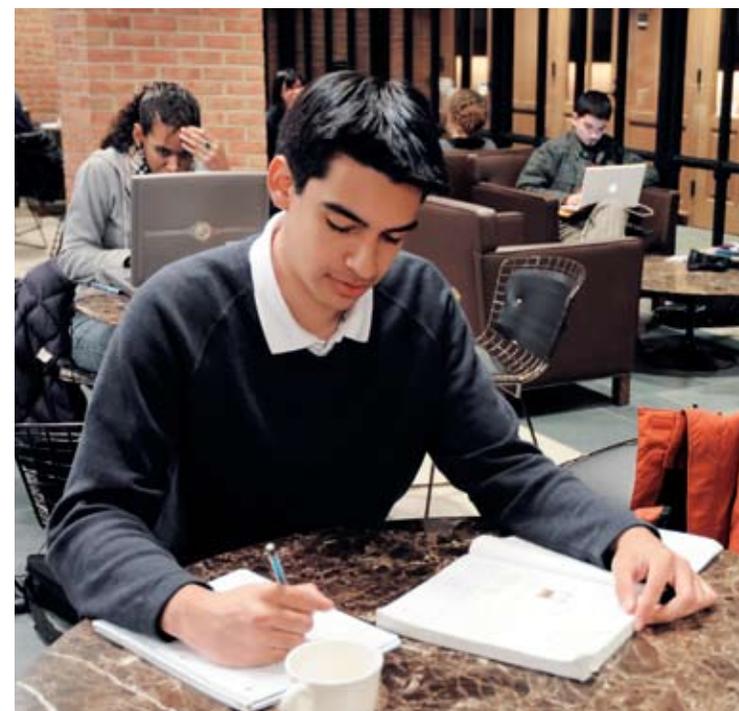
### Hometown

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.

### 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
- > AIESEC *We help find internships all over the world for Yalies.*
- > Yale Club Archery

## A Thursday in the life of

- 9:00 am** • Comparative Latin American Politics: Get ready to take a lot of notes!
- 10:15** • Breakfast. At Berkeley College, I usually get a bagel, muffins, waffle, or fruit and yogurt, and orange juice. At Commons, I get pancakes, hash browns, and occasionally a soft-serve ice cream.
- 10:30** • 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.
- 2:30** • Have a coffee with a friend, go to office hours, and/or work grading Spanish homework assignments.
- 6:00** • *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.
- 7:30** • Time to go to the library to do problem sets or readings.
- 10:00** • Hang out with friends, have random conversations, go to a party, a play, or go to get a late-night snack.
- 1:30 am** • (Sometimes it's 3 or 4 am) Go to bed and get some sleep!

# Anatomy of a Residential College.

(Yale has no dormitories)

**The Courtyard** The image of the secret garden was architect James Gamble Rogers's 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."

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 Saybugian, 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, 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.

**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 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 with built-in desk and bookshelves in Ezra Stiles College; a bedroom in Berkeley College; a common room in Calhoun College; and, a common room and kitchenette in the Swing Space.



**Yale in Miniature.**  
*(A tour of Calhoun College)*



**FLOOR 1 Dean's Apartment**

Dean Leslie Woodard lives in Calhoun with her Shetland sheepdog named Jimmy Dean and two cats. An avid dressage rider, she wants to assure all that her horse Centares is stabled elsewhere. She comes from a family of mathematicians and scientists, but her own connection to such activities is limited to her being a big fan of *Star Trek*. She is also a devotee of film, classical and jazz music, and opera.



**BASEMENT Music Rooms**  
Two soundproofed practice modules: one contains a Steinway upright piano and the other a drum set and keyboard.

**BASEMENT Cabaret**  
A popular hangout after dinner, the Calhoun Cabaret showcases performing groups. A fine Steinway piano is available for practice when the room is free.



**FLOOR 1 Dining Hall**  
One of the social centers in every college. Throughout the year, 'Hounies celebrate their college pride through various events organized jointly by the Master's Office and the Dining Hall staff.

**SUBBASEMENT Squash Court**  
A flight of stairs descends into Calhoun's netherworld and emerges in the subbasement, home of two squash courts with bonus basketball hoop, tall punching bag, and speed bag.

**FLOOR 1 Dean's Office**  
If a student is having difficulty with a particular course, the college dean can often help by talking with the student's instructor or with the relevant department's director of undergraduate studies, or by referring the student to one of the programs that offer tutoring assistance. Getting to know each student as an individual helps the dean to address concerns as personally and effectively as possible.



**BASEMENT Art Studio**  
Stocked with art supplies, easels, and walls designed for painting displays. Artistic 'Hounies can also store their own supplies and projects here.

**BASEMENT Darkroom**  
For the Annie Leibovitz in you, chemicals and equipment are supplied.

**FLOOR 1 Master's Office**  
The master is the chief administrative officer and the presiding faculty presence in each residential college. During the year, the master hosts lectures, study breaks (especially during finals), and Master's Teas – intimate gatherings during which students have the opportunity to engage with renowned guests from the academy, government, and popular culture.



**FLOOR 1 Master's House**  
Jonathan Holloway is joined in the Master's House by his wife, Associate Master Aisling Colón, their daughter, Emerson, and their son, Ellison.



**Courtyard**  
An outdoor room for naps, barbecues, leaf and snowball fights, spontaneous and formal events, and the occasional hammock or tire swing.

**BASEMENT Laundry Room**  
All the fixins for do-it-yourself fluff 'n' fold.



**BASEMENT Game Room**  
Music blaring and the simultaneous thwack of a good break on two pool tables means a game of Eight Ball is in the offing.

**BASEMENT TV Room**  
Comfy sofas, a large-screen cable TV, DVD player, VCR, PS2 console, and Dance Dance Revolution pads make this a popular spot.

**SUBBASEMENT Weight & Exercise Room**  
A full range of state-of-the-art equipment.



**BASEMENT Buttery**  
Run by students, "The Calhoun Saloon" is open Sunday through Thursday from 10 pm to 1 am and serves everything from Boca burgers to Oreos, mozzarella sticks, Red Bull, Snickers, and more.



**FLOOR 2 Library**  
Open 24 hours a day, the library has large tables, comfortable couches, and carrels for studying, as well as a large collection of books and magazines, several public computers, and a printer.

**BASEMENT Pottery Studio**  
Clay, three pottery wheels, and a kiln.



**BASEMENT Digital Video Editing Suite**  
Fully stocked with all the hardware and software necessary for creating your own audiovisual masterpieces.

## Mastering Life.

What really makes a residential college a college versus simply a place to live is that each has its own dean and master—adults living among students in microcosms of Yale College as a whole. The master is the head of his or her college, responsible for the physical well-being and safety of students who live there, as well as for fostering and shaping the college's academic, intellectual, social, athletic, and artistic life. Calhoun Master Jonathan Holloway does not think of Yale students as “kids.” But he does think of them as adults in training. He advises his students to explore widely, remember they are investing in their futures, and not to be afraid to make mistakes. “The very concept of having a college master and dean exists because we know students are going to make mistakes,” he says.

All of the twelve college masters are distinguished professors on the tenured faculty and leaders in their respective fields. After he became a college master, he discovered a whole different aspect to his students' lives. “I simply had no idea how busy they were outside of the classroom. In fact, they are busier outside of the classroom than they are inside!” He doesn't teach differently as a result, but he understands how complicated students' lives can be. An important part of what makes the residential colleges “home,” he says, is that “adults live alongside students, celebrating their successes and helping them navigate their challenges.” He sees mentoring and counseling Yale students as his opportunity to have a positive effect on the future.



**Master Jonathan Holloway** is a professor of History, African American Studies, and American Studies and has been the master of Calhoun since July 2005. He teaches courses on post-emancipation social, cultural, and intellectual history. He is the author of *Confronting the Veil: Abram Harris Jr., E. Franklin Frazier, and Ralph Bunche, 1919–1941* (2002), the editor of *Ralph Bunche's A Brief and Tentative Analysis of Negro Leadership* (2005), and the co-editor of the anthology *Black Scholars on the Line: Race, Social Science, and American Thought in the 20th Century* (2007). He is working on his next monograph, *Jim Crow Wisdom: Memory, Identity, and Politics in Black America, 1941–2000*.

**Dean Leslie Woodard** became dean of Calhoun in July 2007. She is a novelist and writer whose work has been anthologized in *Streetlights: Illuminating Tales of the Urban Black Experience* and in *Men We Cherish: African American Women Praise the Men in Their Lives*. Her short story collection *The Silver Crescent* was recently published, and she is currently at work on a novel that is loosely drawn from her decade-long experience as a professional dancer with the Dance Theatre of Harlem. Dean Woodard teaches poetry, drama, and fiction.



## A Dean of One's Own.

Residential college deans serve as chief academic and personal advisers to students in their colleges. Calhoun College Dean Leslie Woodard says the college system means she sees students not just in class but at dinner, at social events, in the college's hallways and courtyard. She attends their concerts and gallery shows. “When I advise Calhoun students about courses or majors or projects, because I have that personal relationship I can point out things they might not have thought about—about how this or that course would influence or relate to something else they are interested in,” she says.

Dean Woodard says some new Yale students get their acceptances, throw their clothes in a bag, hop on a bus, and that's it—they are already very independent. “But

there are others who, until a week before college begins, had a curfew and someone to make sure they did their homework.” Her job is to assist them with the process of transitioning to independence.

“A lot of what I do is work with them to budget their time so they don't get caught with ten things due on Wednesday and it's Tuesday night and they don't know what they're going to do,” she says.

“Yale students are quite literally the best and the brightest,” says Dean Woodard. “It's a wonderful thing to be able to have a little bit of influence on how their incredible assets are applied. What I want them to know is that somebody has got their back. That's really how I look at it.”

# Debate This.

(Pierson Dining Hall conversations in progress)

**Alan Montes** and **Alex Kain** 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 tradeoffs between summer internships vs. summer classes vs. staying at home.

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

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

They may run out of your favorite veggie-Caesar wrap, but no matter what time you arrive or whom you sit with, no dining hall will have a shortage of interesting conversation. "Dinner for me was something extraordinarily important," says a recent alum. "I'd sit down across from someone and ask them what

they did that day and the answer would be remarkable. So much of my Yale education came from talking to people over dinner." Says another alum, "I only thought I was open-minded before Yale. Debating an issue could turn my views upside down in a single conversation. That was the fun of it."

# Decoding the Colleges.

(Residential College rundown)

College	Shield	Architecture	Style Points	How We Boola Boola	Also Known As
<b>Berkeley</b>		Collegiate Gothic, with a touch of Tudor; built in 1934	Delicious reputation: as test kitchen for Yale's Sustainable Food Project, Berkeley pioneered a sustainable menu for all the colleges	Annual snowball fight, North Court vs. South Court	Berkeleyites
<b>Branford</b>		Collegiate Gothic; opened 1933; home to Harkness Tower and its bells	Robert Frost described our courtyard as "the most beautiful college courtyard in America"	Independence Day, when Branford declares its independence from Yale in a day of barbecues and parties	Branfordians
<b>Calhoun</b>		Collegiate Gothic; opened in 1933	The Cabaret in the basement, which hosts the hugely popular student show "Six Feet Under"	Trolley Night: Clang, clang, clang goes the party; 'Hounfest; the tire swing	'Hounies
<b>Davenport a.k.a. D'Port</b>		One of its facades is Collegiate Gothic, the other is Georgian; opened in 1933	The Gnome, who watches over us, when he's not being abducted; our own orchestra, the Dpops; late nights at the Dive grill	Davensports!	D-porters
<b>Timothy Dwight a.k.a. TD</b>		Georgian; opened in 1935	Master T throws rockin' Master's Tea with Capoeira dance lessons	TD's motto and cheer is "Ashé!" which means "We make it happen" in Yoruba	TD-ers
<b>Jonathan Edwards a.k.a. JE</b>		Collegiate Gothic; opened in 1933	The coed "Men of JE" like to sing and incite mischief	Wet Monday, the water war; the formal Spider Ball	JE-ers
<b>Morse</b>		Modern; designed by Eero Saarinen; built in 1961 with a 14-story tower and no right angles	Our sculpture, "Lipstick (Ascending) on Caterpillar Tracks" by Claes Oldenburg	Casino Night, one of Yale's biggest parties, once ranked in <i>Rolling Stone's</i> Top 10 College Parties (with the Stilesians)	Morsels
<b>Pierson</b>		Georgian; built in 1933	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...	Tuesday Night Club, a college-wide party to help make it through the early part of the week	Piersonites
<b>Saybrook</b>		Collegiate Gothic; completed in 1933	We're in a chase scene in the new "Indiana Jones" movie; our own Chamber Orchestra (known as SYChO)	Party in the "12 Pack" and always respond "Saybrook!" when asked, "Say what?"	Saybrugians
<b>Silliman</b>		Varied: Collegiate Gothic; modified French Renaissance, Georgian; completed in 1940	Biggest numbers, biggest courtyard; Intramurals domination: winning the Tyng Cup three years running	Get silli at the '80s-style Safety Dance; the Olympics to welcome Sillifrosh	Sillimanders
<b>Ezra Stiles</b>		Modern masterpiece, designed by Eero Saarinen; opened in 1962	Our memorial moose mascot in the Dining Hall; Silver Screen Film Society	Casino Night (with the Morsels); annual Arts Festival; Ezra Stiles Day spring celebration	Stilesians
<b>Trumbull</b>		Quintessential Yale/ Collegiate Gothic; completed in 1933	Potty Court, where our gargoyle "Thinker" is enthroned and decorated every year	Rumble in Trumbull (bounce-house "fights"); Pamplona (running of the [Trum]Bulls around campus)	the 'Bulls



# Spine-Tyngling Fun.

(Intramural sports)

So you played sports in high school but aren't quite hardcore enough to suit up for the Bulldogs. You're in luck. The residential college intramural scene offers a chance to continue your career at a surprisingly high level of competition or to start playing a new sport—not to mention a way to prove that your college reigns supreme. The 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, spawning competitive rivalries that make IMs a way of life for former high school all-stars and P.E. dropouts alike.

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



Fall	Winter	Spring
Golf Football Volleyball Tennis Soccer Cross Country Table Tennis	Squash Hoops Volleyball Ice Hockey Inner Tube Water Polo Bowling Swimming	Baseball Field Hockey Soccer Ultimate Softball Billiards Golf Volleyball
Coed Men, Coed Coed Coed Men, Women Men, Women Coed	Men, Women Men, Women Men, Women Coed Coed Coed Coed	Coed Coed Coed Coed Coed Coed Coed

# 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.



Meryl Streep speaks at Berkeley Master's Tea.

### Recent guests

**Trumbull** Lois Lowry, author of *The Giver*; Joan Acocella, dance and book reviewer for *The New Yorker*; mountain climber Fred Beckey; Ashraf Swelan, adviser to the Minister of Foreign Affairs of Egypt.

**Branford** Robert Pinsky, former U.S. poet laureate; Seymour Stein, founder of Sire Records, member of Rock & Roll Hall of Fame, along with fellow members of the Talking Heads.

**Silliman** Brandon Scott Sessoms, gay blogger, celebrity commentator, and Internet personality; Nihad Awad, activist and executive director of the Council

on American-Islamic Relations; Denzel Washington, Academy Award-winning actor, producer, and director.

**Ezra Stiles** Cesar Pelli, renowned architect; Ed Norton, actor and director; Howard Dean, former presidential candidate and chair of the Democratic Party; Martha Stewart, designer, businesswoman, author, and television show host.

**Calhoun** David Pogue, personal technology columnist for *The New York Times*; Debbie Biel, founder and director of Possee Foundation; Sue Morelli, CEO, Au Bon Pain; Fernando Aguerre, founder, Reef Surf Apparel; Jason Moran, jazz pianist.

**Davenport** Carole King, singer, songwriter, activist; Garry Trudeau, cartoonist, *Doonesbury*; Mike Gordon, guitarist, Phish; Dr. Ruth Westheimer, sex expert, author, and talk show host; Daniel Yergin, chairman, Cambridge Energy Research Associates, Inc.; Margaret Cho, comedian.

**Morse** Malcolm Gladwell, author of *The Tipping Point* and *Blink*; Bobby Lopez, composer and lyricist of *Avenue Q*; Mark Penn, author of *Microtrends* and adviser to Bill Clinton, Tony Blair, Bill Gates, and Hillary Clinton.

**Jonathan Edwards** Karyl Evans, filmmaker; Michael Pollan, author of *The Omnivore's Dilemma*.

# Bright College Years.

(Defining Yale through friendship)

*“Time and change shall naught avail / To break the friendships formed at Yale.”*

from “Bright College Years,” Yale’s alma mater

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



“My freshman year, my very first class was in the basement of a building far away from everything else. I was lost, but found another freshman-looking wanderer outside the building. I took a chance and got lucky... he was in the same class, and we eventually found the room together. It was a small seminar, and so Matt and I became friends over the course of the semester. That year, we both decided to join Yale Model Congress as a fun break from class. Over the years, it has become a primary extracurricular activity for both of us; he was president last year, I am this year. Neither of us had the slightest interest in consulting, but Matt

convinced me to come out to an information session for a consulting firm... mostly because it’d be fun to hang out over free (delicious) food at the Omni Hotel in downtown New Haven instead of going to the dining hall. As it turns out, Matt and I both worked for that consulting firm over the summer, and have decided (not officially yet, though) to go back and work for the same firm after graduation. I think this just goes to show that friendships at Yale happen anywhere in any situation... and can bring a turn of events that you never could have predicted. That rocks.”  
*Neil*

**Neil Chheda**  
(at head of table)

**Hometown**  
Great Neck, NY

**Major**  
Political Science

**Activities**  
Yale Model Congress, Yale Debate Association, Yale World Fellows Program

Neil meets his Model Congress friends every Wednesday night at Yorkside restaurant.

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



Brett and Jamie run together every morning.



Brett has been friends since freshman year with Pat (below), who credits Brett with “encouraging me to write for *The New Journal*, which I love.”

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

**Brett Brown**  
(above left)

**Hometown**  
Murray, KY

**Major** Music

**Activities** Yale Herald, various chamber groups, music performances, ran NYC Marathon last year



Jamie stays at Pat’s house in Boston during the Harvard-Yale game.



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

**Jamie** (right) met **Elise** (below) even before freshman year started, during FOOT, a preorientation backpacking trip. According to Elise, “Jamie basically carried/coaxed/encouraged me up the side of Mt. Washington, the tallest peak in the Northeast, on one of the first days I’d ever met her. She’s great!”



**Jamie Redman** (above)

**Hometown** Spokane, WA

**Major** History of Science, History of Medicine

**Activities** Yale Women’s Crew (2007 National Champions, Undeclared Season, First Team All-American, Academic All-American)

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

*Jamie*

**Tori** and **Jess** lived in the same entryway freshman year and on the same floor junior year.

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

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

**Jessica “Jess” Notebaert** (above left)

**Hometown** New Hartford, NY

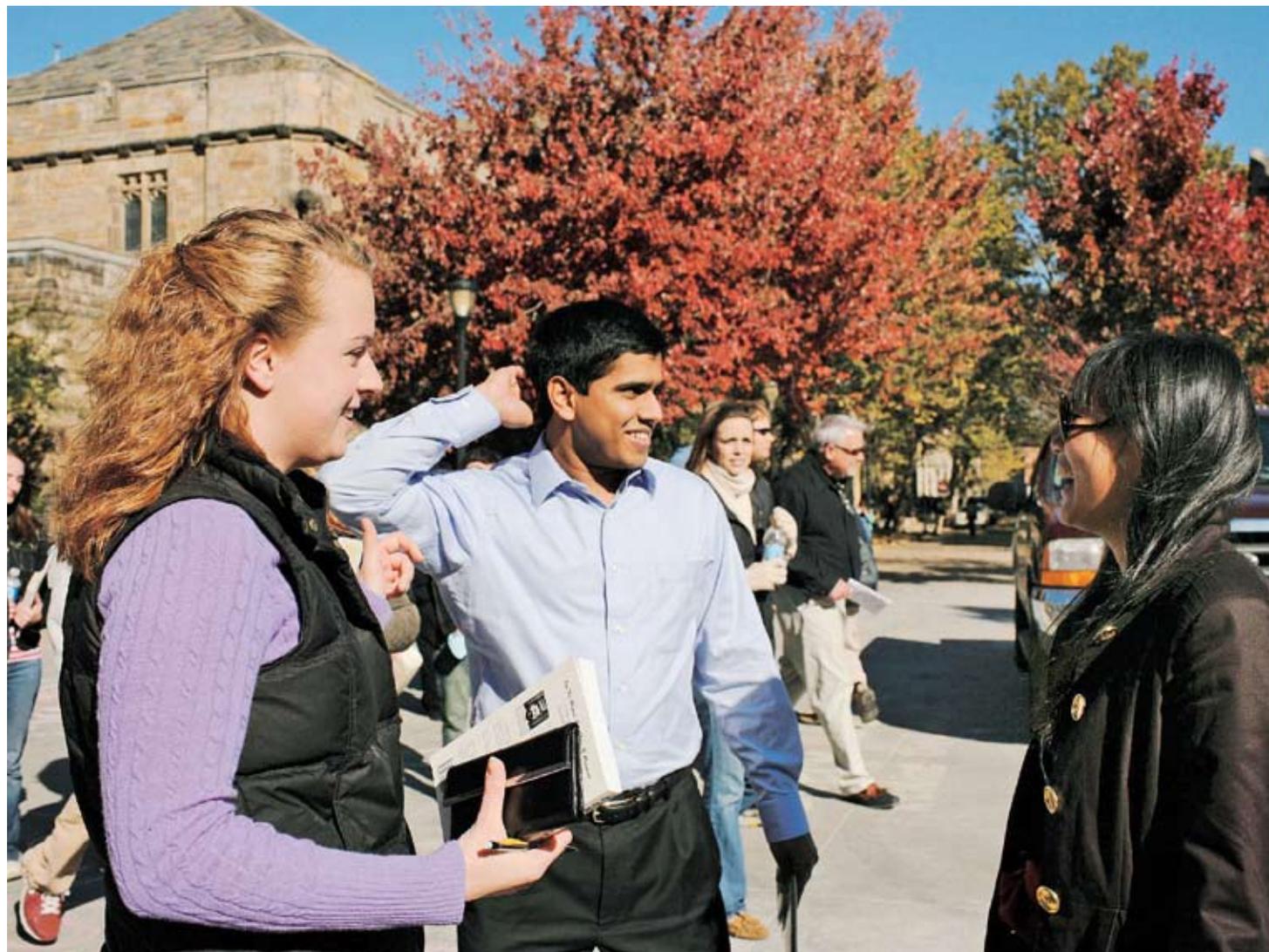
**Major** History

**Activities** *Yale Daily News*, Master’s Aide, intramurals, giving swim lessons

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

*Jess*

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



**Met at Yale**

Bob Woodward and John Kerry

George W. Bush and Garry Trudeau

Hillary Rodham Clinton and Bill Clinton

Sigourney Weaver and Meryl Streep

Angela Bassett and Tony Shalhoub

Frances McDormand and David Henry Hwang

Jodie Foster and Jennifer Beals

David Duchovny and Paul Giamatti

Edward Norton and Jennifer Connelly



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



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

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

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



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

**Who Goes to Yale**

- 1,320 in a typical entering class
- Students from all 50 states
- 73 countries
- 50% men
- 50% women
- 35% minority students
- 9% international students
- 55% students from public schools
- 45% from private or parochial schools
- 65% receive financial aid in some form
- 95% of incoming freshmen ranked in the top tenth of high school graduating class
- 99% of freshmen return sophomore year
- 43% major in the Arts and Humanities
- 37% major in the Social Sciences
- 20% major in the Biological and Physical Sciences
- 95% graduate within five years
- 87% live on campus
- 49% have jobs on campus
- 30% earn double majors
- Over 80% participate in community service
- Over 70% participate in intercollegiate or intramural athletics
- 45% study abroad during the semester or during spring and/or summer break
- 19% of graduates ultimately earn M.D.s, J.D.s, M.B.A.s, and Ph.D.s

**Travis, TJ,** and **Neil** all had the same Freshman Counselor, “an amazing guy named Len Cho,” says Travis. “Now TJ and I are following in his footsteps as Freshman Counselors.”

“When I got here I thought, ‘I will learn everything at once.’ Against the advice of my college dean I took the hardest classes I could and kind of burnt myself out. But throughout the year I started to learn that that’s actually not what Yale is all about. It’s the classes, yes. And the skill set for your studies – all that happens. But the people skills – that’s something I don’t think you can get anywhere else. The learning to interact in this whole Ivory Tower environment is just phenomenal

and it’s what I love about this place. People ask me do I have any complaints about Yale? And the only one is it gets cold here in the winter. Because I can’t imagine a better group of people to spend these four years with. Each person is such an integral part of the community. You’ll run into groups here or there. Two groups will come together at some random point, meet, and new friendships will be made. Some won’t be kept up, but you’ll run into that person later on or that interaction will affect the next interaction. All that kind of mixing and interaction is what Yale really feeds on.”

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

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

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

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

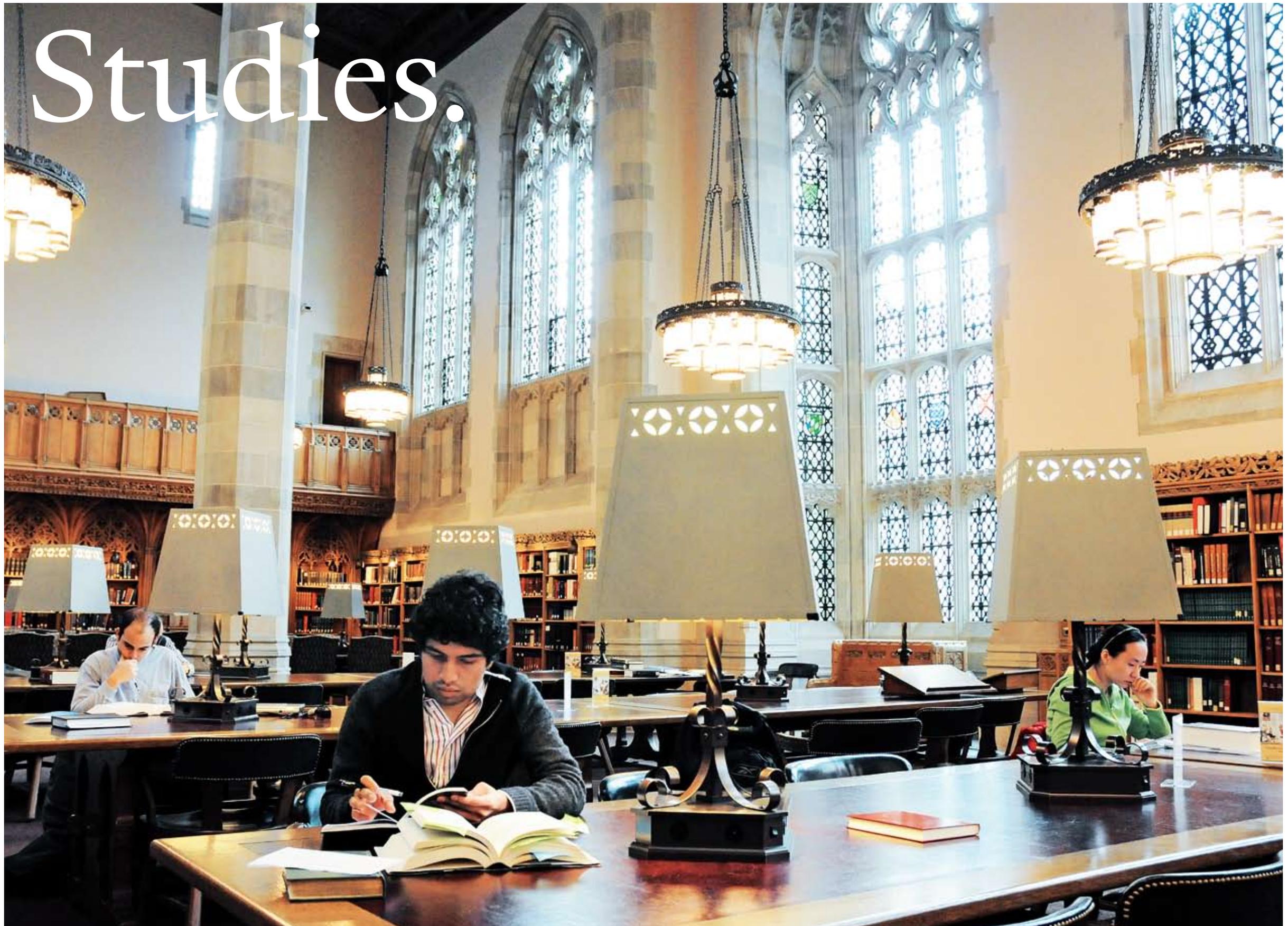


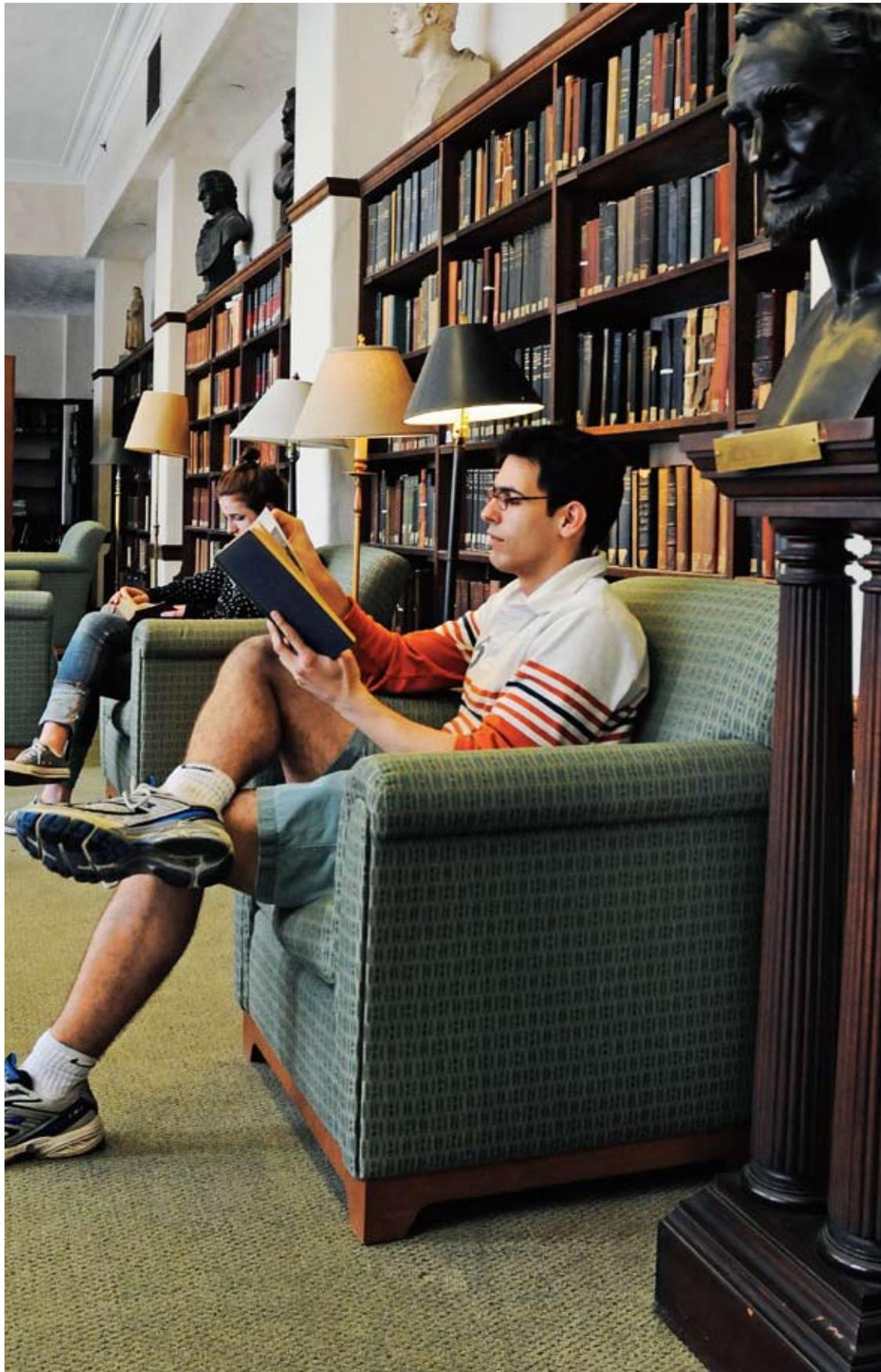
**Jess** and **Travis** work together as Master’s Aides and IM secretaries for TD.

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

**Tori** and **Brett** became friends freshman year because he was close friends with her suitemates.

# Studies.





The student must  
be thrown upon the  
resources of his [or  
her] own mind...

*Yale Faculty, 1828*

# A Liberal Education, Part I.

*(Nothing to do with politics)*

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 needed to become an effective leader.



*“Yale’s liberal education is an education meant to increase in young people a sense of the joy that learning for the sake of learning brings, learning whose goal is not professional mastery or technical capacity or commercial advantage, but the commencement of a lifelong pleasure in the human exercise of our minds, our most human part. It is an education whose spirit is designed to remind us that education is lifelong and will be the means, far more than a job or career, to forge those links with family, neighbor, community, and country that will allow each to sustain the other. It is also an education in the development of that most practical of human activities, which is thinking – analytically, creatively, humanely – and in expressing the results of that thinking, in speech and in writing, with clarity, logic, and grace. In the fundamental acts of thinking and expressing, the fundamental human parts of ourselves are initially shaped and then shared, and that shaping and sharing starts in what we call a liberal education, an education in the making of those orders whence freedom derives and by which it is defended.”*

A. Bartlett Giamatti, president of Yale from 1978 to 1986, addressing the Class of 1986.

*Excerpted here from the Yale College Freshman Handbook*

**7:1**  
Student-to-faculty ratio.

**3+3=breadth**

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

**75+**  
Majors.

**52** Number of foreign languages offered.

**1:1**

Classes range from one-on-one tutorials to a small seminar to a lecture course of several hundred students.

**75%**

Of Yale College courses enroll fewer than 20 students.

**29%**

Enroll fewer than 10.

**40**

Approximately 40 of the 2,000 courses offered enroll more than 100 students.

**2,000+**

Courses offered each year in 70 academic programs and departments.

**100%**

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

**30%** Students who double-major.

**1,092**

International study, research, and internships undertaken by Yale undergraduates in the most recent academic year.

**65%**

Students who participate in international study, research, and/or internships.

**\$3,742,000**

Funding for international activities in the most recent academic year.

**90%+**

Admission rate for Yale College graduates to medical schools (national average 49%).

**7%**

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

**12,500,000+**

Holdings in Yale's libraries, making it the second-largest library system in the United States.

**800+**

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

**200**

Nearly 200 summer fellowships for undergraduate science students per year.

**95%+**

Undergraduate science majors who do research with faculty.

**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.

**#1**

In impact of published research in engineering.

**#2**

In impact of published research in all sciences combined.

**150**

Over the last five years 150 faculty members have published research with undergraduates.

**70**

Undergraduates each year for the last five years have co-authored published research.

**99%**

Freshmen who return sophomore year.

**Major Departments and Programs**

- African American Studies
- African Studies
- American Studies
- Anthropology
- Applied Mathematics
- Applied Physics
- Archaeological Studies
- Architecture
- Art
- Astronomy
- Astronomy & Physics
- Chemistry
- Chinese
- Classical Civilization
- Classics (Greek, Latin, or Greek & Latin)
- Cognitive Science
- Computer Science
- Computer Science & Mathematics
- Computer Science & Psychology
- Computing and the Arts
- East Asian Studies
- Ecology & Evolutionary Biology
- Economics
- Economics & Mathematics
- Electrical Engineering & Computer Science
- Engineering: Biomedical, Chemical, Electrical, Environmental, or Mechanical
- Engineering Sciences
- English
- Environmental Studies
- Ethics, Politics, & Economics
- Ethnicity, Race, & Migration\*
- Film Studies
- French
- Geology & Geophysics
- Germanic Languages & Literatures
- German Studies
- Greek, Ancient & Modern
- History
- History of Art
- History of Science, History of Medicine
- Humanities
- International Studies\*
- Italian
- Japanese
- Judaic Studies
- Latin American Studies
- Linguistics
- Literature
- Mathematics
- Mathematics & Philosophy
- Mathematics & Physics
- Molecular Biophysics & Biochemistry
- Molecular, Cellular, & Developmental Biology
- Modern Middle East Studies
- Music
- Near Eastern Languages & Civilizations
- Philosophy
- Physics
- Physics & Philosophy
- Political Science
- Portuguese
- Psychology
- Religious Studies
- Renaissance Studies
- Russian
- Russian & East European Studies
- Sociology
- South Asian Studies\*
- Spanish
- Special Divisional Major
- Theater Studies
- Women's, Gender, & Sexuality Studies

\*May be taken only as a second major.

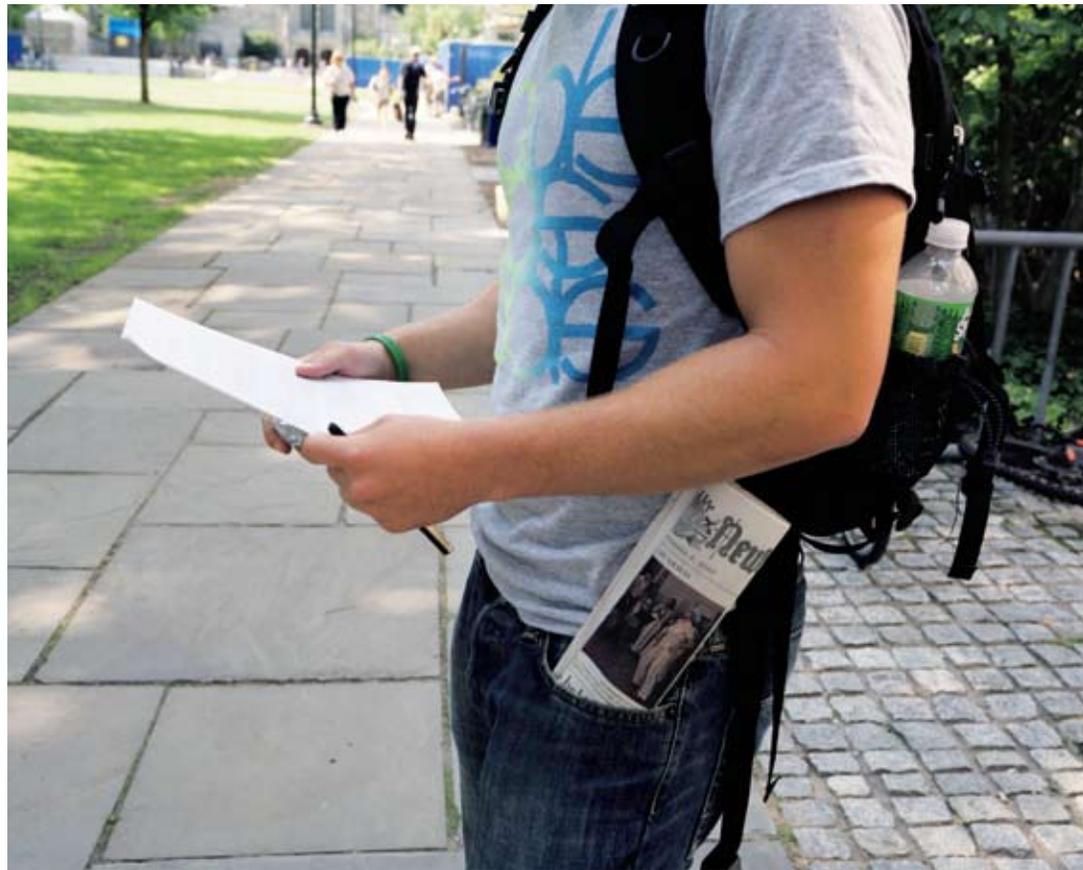
# Blue Booking.

*(When shopping and parties are academic)*

Yale is one of the only universities in the country that let 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, signaled by the arrival of the Blue Book, Yale’s catalog of approximately 2,000 courses. During the summer Elis have been known to instant message each other around the world with word that the new Blue Book is online, and second-semester rumors of new courses send excited ripples through campus. “Blue Booking”—perusing the new catalog and making wish lists of courses to take—is done individually, in small groups of friends, and en masse at parties, from which once-crisp catalogs emerge dog-eared, highlighted, and Post-It flagged as Elis ready for strategic shopping.



## Zach Marks Shops Fall Courses

Thursday, September 6

### Hometown

Philadelphia, PA

### Major

Ethics, Politics, and Economics

### 10:00 am

I start off the day a bit later than usual because the night before, my friend Ryan and I went to the U.S. Open Quarterfinals. When we got back to campus, I grabbed a slice of pizza with some friends who told me about their summer working in Singapore and traveling through Southeast Asia, so I didn’t get to bed until 4:30. Needless to say, I sleep through the 9:30 class I had planned to shop on the history of the Israeli-Palestinian conflict.

### 10:30

The first class I make it to is Twentieth-Century Architecture. I’m concentrating in Urban Studies within my major—Ethics, Politics, and Economics—so I figure the class might give me a better perspective on city planning.

### 11:30

I run from one lecture to the next, checking out New York Mambo, a cool class about Black and Latino music and its African roots. The professor is the master of Timothy Dwight College and known for his wild antics both in and out of the classroom.

### 12:45 pm

I have time to grab a quick bite from the Law School cafeteria, where I make myself a salad to bring into Constitutional Law, taught by Akhil Amar, one of the world’s preeminent legal minds. One minute you see him testifying before the Senate on C-Span, the next he’s teaching you in class.

### 1:30

I sneak out of Con Law a bit early with my friend Edwina, who’s also an EP&E major, to check out Moral Choices in Politics. It’s one of the seminars which really draw people to apply for EP&E, and by the time we get there the room is filled. On the walk over we chat about her summer working at a think tank in Paris and my summer working at a think tank in D.C.

### 3:00

I hop from one seminar to the next, catching the end of Urban Politics and Policy. I’ll probably end up asking the professor to advise me in writing my senior thesis.

### 4:00

There are still so many classes I’d love to shop but I have to run to work at the Admissions Office, where I coordinate the Student Ambassador program, which sends Yalies during breaks to high schools that have great students but haven’t traditionally sent many to Yale.



# Eavesdropping on Professors.

(Great minds talk about teaching)

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

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

**Alexander Nemerov** “I have never understood the notion that one's teaching is separated from one's research. One of the courses I teach is an undergraduate seminar on the visual culture of the Second World War. Now it's said that people who are 20 years old have lost touch with what that war

was, but I find evidence to the contrary in my seminar. It's not only that they care about the material and can inhabit it, but they can contribute to my own understandings of it.”

**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. I'm the chair of the Philosophy department



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

**Alyssa Mt. Pleasant**  
Assistant Professor of History and American Studies

Professor Mt. Pleasant teaches broadly in American Indian history and offers courses in American Indian Studies. Her research focuses on Haudenosaunee (Iroquois) history and American Indians in the Northeast. She has two forthcoming essays about Indian-missionary relations. She is currently at work on a manuscript about the Buffalo Creek reservation, and is developing a project about Seneca women in the nineteenth century.

**Recent Courses**  
Introduction to American Indian History; Land, Home-lands, and American Indian Histories; Northeastern Native America to 1850

and one of our biggest strengths in recruiting professors here is the undergraduates. People love teaching them. It's the drawing card I stress whenever I'm trying to recruit a faculty member from another good institution.”

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

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



**Alexander Nemerov**  
Professor of History of Art, American Art

Professor Nemerov teaches and writes about American visual culture from the eighteenth to the mid-twentieth century. He has focused primarily on painting but lately has turned more and more to the study of film, theater, and sculpture. His writing often analyzes fiction and poetry alongside works of visual art. He is now at work on two projects: a study of a single night's performance of *Macbeth* during Abraham Lincoln's Presidency; and a study of the artistic relationship of his father, the poet Howard Nemerov, and his aunt, the photographer Diane Arbus.

**Recent Courses**  
The Visual Culture of the American Home Front, 1941–1945; American Art in the Democratic Age, 1830–1860; American Photographs, 1839–1971; American Painting and Sculpture from Copley to Pollock; Western Art from Giotto to David



**Michael J. Donoghue**  
G. Evelyn Hutchinson  
Professor of Ecology and  
Evolutionary Biology;  
Director, Peabody Museum  
of Natural History

Professor Donoghue is a leading authority on biodiversity and the Director of Yale's Peabody Museum of Natural History. The author of over one hundred and seventy 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, Geology and Geophysics, and Forestry & Environmental Studies. He came to Yale in 2000 from Harvard, where he was a professor in the Department of Organismic and Evolutionary Biology. The Donoghue lab team includes undergraduate and graduate students and post-docs, and focuses primarily on plant diversity and evolution.

**Recent Courses**  
Diversity of Life

**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 teach and should have been teaching all along. The quality of the Yale undergraduate was a big eye-opener for me. We have this Perspectives on Science program for freshmen that can involve research. My first summer I thought, 'Well, I'm going to get this freshman who doesn't know anything. It's going to take a lot of my time, but that's why I came to university.' So I laid out this project for the student. It was about an area I wanted to look into but I hadn't done any work on myself yet. I told the student, 'Why don't you go and do a little research online and we'll talk about it when I come back in a week.'

**Alyssa Mt. Pleasant** "What bowls me over is their enthusiasm. They get an idea and pursue it as far as they possibly can. I taught a seminar last semester in which a student, who was interested in tribal land management, ended up having her paper win an award from the New England American Studies Association. It dealt with a hot button issue in Montana, and Senator Jon Tester actually asked for a copy of it so he could read it to understand the issue."

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

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

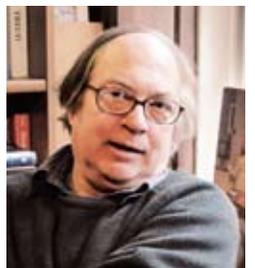
**Scott Strobel** "The beauty of it is watching them take ownership of a project and recognize that it's theirs to work on creatively and independently. We have undergrads going toe to toe with grad students in the lab. You might say, 'Well that's only supposed to be available to grad students,' but 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 and interest to a broad



**Scott A. Strobel**  
Professor of Molecular  
Biophysics and Biochemistry  
and of Chemistry

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

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



**John Merriman**  
Charles Seymour Professor  
of History

Professor Merriman teaches and writes about modern France, modern European history, and urbanization. He has recently completed *Police Stories: Building the French State, 1815–1851* (Oxford University Press, 2006). He is at work on *The Dynamite Club: How a Bombing in Fin-de-Siècle Paris Ignited the Age of Modern Terror* (Houghton Mifflin Harcourt, 2009).

**Recent Courses**  
European Civilization, 1648–1945; France since 1871; The Dark Years: Collaboration and Resistance in Vichy France



**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; *Dis-owned by Memory: Wordsworth's Poetry of the 1790s*; *A Choice of Inheritance: Self and Community from Edmund Burke to Robert Frost*; *Politics by Other Means: Higher Education and Group Thinking*, which examines the ideological debate over liberal arts education; and *Skeptical Music: Essays on Modern Poetry*. *Hazlitt* was a National Book Critics Circle finalist, and *Skeptical Music* won the 2002 PEN Spielvogel-Diamonstein Award as the year's best book of essays by an American. Professor Bromwich is also a frequent contributor to academic journals, and his reviews and articles have appeared in such publications as *The New York Times*, *The New Republic*, and *The New York Review of Books*. He is currently working on an intellectual biography of Edmund Burke.

**Recent Courses**  
Major English Poets (English 125); Stevens and Frost; 18th-Century Prose; Shakespeare's Political Plays; Directed Studies in history/politics; Lincoln (co-taught); Critical Judgment (co-taught in Law School)

community. When I described their work to Medical School faculty, the faculty lined up to participate in the project with these undergraduates.”

**Alyssa Mt. Pleasant** “Part of it has to do with the wealth of opportunities and resources here. Last year, several Native American undergraduates wanted to take a group of students to the Cheyenne River Reservation during the summer. Through a little bit of research they figured out they could do it by tapping into Yale’s Summer Reach Out Program. And that’s just one small example. There are any number of opportunities like that in which students can have the kernel of an idea, talk to a couple of friends, a professor, or an adviser, and quickly and efficiently put that plan—however small or ambitious it might be—into action. And these opportunities begin almost immediately. One of my sophomore advisees is spending her second semester in London. And another spent six weeks after his freshman year in Japan.”

**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.”

**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.”



**Christine Hayes**  
Professor of Religious Studies in Classical Judaica

Professor Hayes came to Yale from Princeton University where she was Assistant Professor of Hebrew Studies in the Department of Near Eastern Studies. Her book *Between the Babylonian and Palestinian Talmuds* (Oxford University Press, 1997) received the Salo Baron Prize, awarded by the American Academy for Jewish Research. Her second book, *Gentile Impurities and Jewish Identities: Intermarriage and Conversion from the Bible to the Talmud* (Oxford University Press, 2002) was a 2003 National Jewish Book Award finalist. Hayes spent 2005–2006 at the Yale Law School, working on a third book, provisionally entitled *Rabbinic Authority, Rabbinic Anxiety*.

**Recent Courses**  
Introduction to the Hebrew Bible; Religion and Law in Historical Perspective

**Michael Della Rocca**  
Professor of Philosophy

Professor Della Rocca chairs the Department of Philosophy. His areas of interest are the history of early modern philosophy (particularly rationalism), metaphysics, and philosophy of mind. He has published dozens of papers on Descartes and Spinoza, including “Causation Without Intelligibility and Causation Without God in Descartes” in *A Companion to Descartes*, ed. Janet Broughton and John Carriero, and “Rationalism Run Amok: Representation and the Reality of Emotions in Spinoza,” in *Interpreting Spinoza*, ed. Charles Huenemann (Cambridge University Press).

**Recent Courses**  
Modern Philosophy from Descartes to Kant; The Philosophy of Spinoza

*Professors Hayes and Della Rocca are married.*

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

**Christine Hayes** “One of the things that has been so wonderful for me as a teacher at Yale is the ability to teach

introductory courses but also seminars 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 situated close by. That’s something very special about Yale and it gives the Yale undergraduate a completely different kind of experience.”

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

**Marvin Chun**

Professor of Psychology;  
Master of Berkeley College

Professor Chun is a cognitive neuroscientist who teaches in the Department of Psychology, the Interdepartmental Neuroscience Program, and the Cognitive Science Program. His research is in human cognition, especially the analysis of processes at the interface of attention, perception, and memory. His lab uses neuroimaging and behavioral techniques to study how people perceive and remember visual information. He has been awarded the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology in the area of cognition and learning, and received the Troland Research Award from the National Academy of Sciences, often considered the most prestigious early-career honor in the field that can be earned by an experimental psychologist. He has also received the DeVane Award for Teaching and Scholarship, the oldest undergraduate teaching prize in Yale College, awarded by the undergraduate members of Phi Beta Kappa. The presentation of the award began with the words "Marvin Chun is the man!" praising Professor Chun for the clarity of his teaching, the excellence of his explanations and demonstrations, and his devotion to his students.

**Recent Courses**

Introduction to Psychology



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

**Scott Strobel** "I had some nice options so it was very much a choice. But Yale has a combination of things that is somewhat unique: Opportunities to interact with and teach undergrads, which I see as my mission for being a professor, is a big reason I'm here. There are plenty of good schools where research is all they do and you sit in your lab and you work with graduate students or postdocs and you never see an undergraduate. Beyond that, it's also a place where you have tremendous colleagues. At a lot of places the caliber of Yale, there is sort

of a silo mentality when it comes to lab research. At Yale you have this amazing ability to collaborate with other labs so that collectively you do everything better. The other thing is that we have a fantastic Medical School. The department I'm in has joint faculty with the Medical School, so we have faculty who are in the Graduate School of Arts and Sciences who are actually housed down at the Medical School. And Medical School faculty also host undergraduates doing research in their labs. To have an environment where there is a clear human application (via the Medical School) to the science that you do as an undergraduate is quite unique."

**Christine Hayes** "It's really the best of both worlds because you have this distinctive undergraduate experience embedded in this larger

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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."

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intellectual universe of people at all levels of academic inquiry and all stages of academic careers."

**Marvin Chun** "I came for the students. They're not just smart, but well balanced in a way that makes it special to teach and do research here. Whether I stand before a classroom full of students or I meet with someone one-on-one, I try to treat each student as somebody who is going to do something very meaningful and influential in life. Our alumni bear that out. This is what energizes me in the classroom. If something I teach lingers with students so that it helps them do the right thing outside of the classroom, that's my reward."

**John Merriman** "I've almost been wooed away to other universities three times during my 30 years here.

Once it came down to the wire and I was making my decision in the last hour or two. But there I was teaching my modern French history course to about 150 students, walking up and down the aisle of the lecture hall as I often do, and I thought, 'What am I doing, I couldn't possibly leave.' Each morning, I wake up and I think, 'God, I'm lucky because I get to go and teach' whatever the subject is that day. For me there's just nothing like it."

**Meg Urry**

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

Professor Urry chairs the Physics department. She studies actively accreting supermassive black holes, also known as Active Galactic Nuclei (AGN), and the co-evolution of these black holes with normal galaxies. She came to Yale in 2001 from her tenured position on the senior scientific staff at the Space Telescope Science Institute (STScI), which runs the Hubble Space Telescope for NASA. Her recent research obtained the deepest multi-wavelength images of a quasar jet to date, in the famous quasar 3C273, using NASA's three Great Observatories, the Spitzer Space Telescope, the Hubble Space Telescope, and the Chandra X-Ray Observatory. Professor Urry has worked to increase the number of women in the physical sciences, organizing national meetings on women in astronomy in 1992, 2003, and 2007. She also led the U.S. delegation to the first international meeting on Women in Physics in Paris in 2002, and chaired the Committee on the Status of Women in Astronomy for the American Astronomical Society.

**Recent Courses**

Advanced General Physics;  
Gravity, Astrophysics, and  
Cosmology

# Two, Three, Four, Five Heads Are Better Than One.

*(Why Yalies like to learn together)*



**Jocelyn Traina's** biochem study group (**Ben Ofori-Okai, Micah Ziegler, Jocelyn Traina, Abigail Coplin, Nicole Brenner, and Geoff Calkins**).

"The course is a comprehensive

study of nucleic acids and proteins. We meet every Monday night at nine. Today we're working on gene transfer, complementation and recombination of mutations in bacteriophage."

"Each study group I've been in at Yale has been eclectic. That's the best part. Although we may be going over a problem set in biochemistry, talk of art exhibitions, bike races, and other classes is constantly going on in the background. Each person brings a different perspective to the group. It's an exchange of ideas and information on so many levels. Sometimes, you learn more from the times when you're completely sidetracked than when you're focusing on homework. That's the advantage of working together—the synergy is almost sentient."

*Jocelyn*

# 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. Over 70 departments and programs offer approximately 2,000 undergraduate courses each year—many of them taught by Yale's most distinguished historians, literary critics, scientists and engineers, mathematicians, artists and composers, poets, and social scientists. Faculty call it a stunningly vibrant intellectual atmosphere that can't happen at undergraduate-only institutions or at research universities that do not focus on teaching.

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



**2 School of Drama** Get a student season pass to the Yale Repertory Theatre, and see six plays a year at one of America's leading professional theaters. Read original manuscripts from Eugene O'Neill's *Long Day's Journey into Night*. Study light plots from the original production of Gershwin'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 624.



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

**4 Graduate School of Arts & Sciences** Continue conversations from graduate-level seminars over coffee and muffins at the Blue Dog Cafe. 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 1958–65). 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.

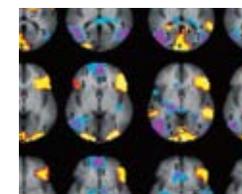
**8 Divinity School** Take a walk to the Sterling Divinity Quadrangle to enjoy the quiet Georgian-style campus. The courtyard is a great getaway when you want to read outdoors without the distractions of central campus. View an exhibition of the artifacts and documents from the personal papers of Protestant 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 NGO leaders and entrepreneurs. Become a Silver Scholar—one of a select handful of seniors who are admitted to SOM directly from Yale College, some of whom are awarded a merit scholarship for the two years of study.

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

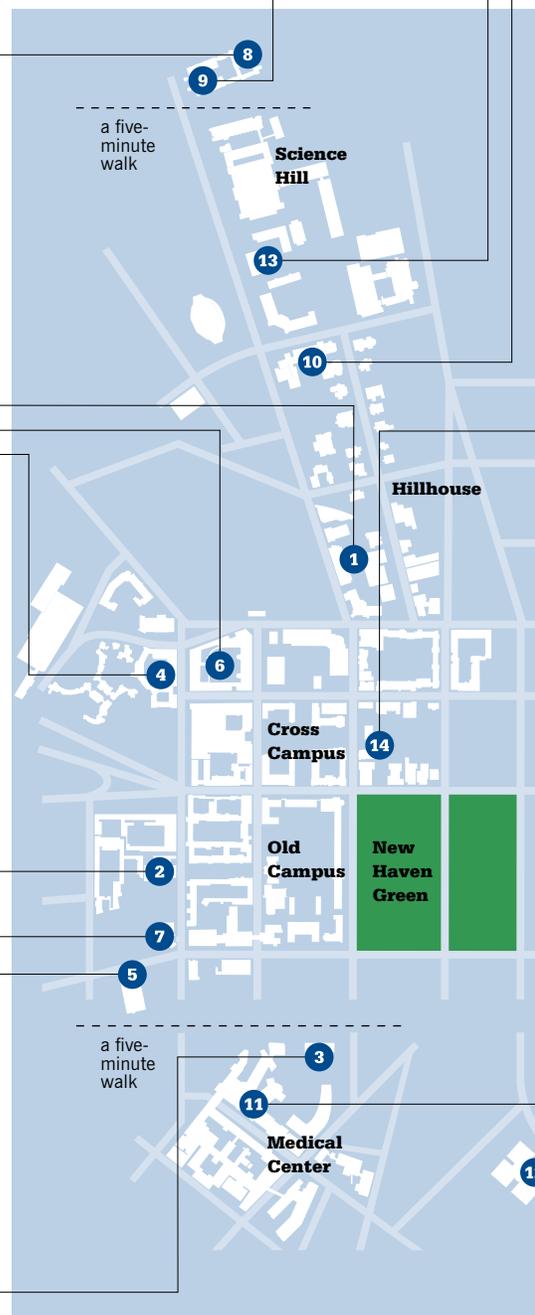


**12 School of Nursing** Sign up for Professor Ruth McCorkle's popular Nursing course *Living with Dying*. After some preparatory social science course work, gain experience as a paid Research Assistant interviewing patients for the Chronic Illnesses program.

**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 Music** Take advantage of full access to the Irving Gilmore Music Library with 70,000 scores and parts for musical performance and study; 45,000 pieces of sheet music; 50,000 books about music; 25,000 LP recordings and compact discs; 7,500 microfilms of music manuscripts and scores. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers. Earn a paid choir position with world-famous choral conductor Simon Carrington or choral conducting students. (Some students earn these coveted spots all four years.)



# 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 particle accelerators, Yale provides a treasure trove through which undergraduates chase down new knowledge for themselves and sometimes for the world.



## The Secret of a Bird's-Eye View

Senior Mary "Cassie" Stoddard learned early in her ornithology training that birds can see colors invisible to humans. "A bird's eye has four types of color-sensitive cones, while humans only have three," she says. This fourth cone is sensitive to color in the ultra-violet 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 that will be 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 Yale's Peabody Museum of Natural History. 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 is researching 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 will be part of a major YCBA exhibition next year.

Hands-on in the extreme, the YCBA course has 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 will curate the YCBA exhibition. Until recently, Lee was set to pursue a Ph.D. after graduation, but the commercial art world beckons as well. After working with the YCBA’s “seemingly endless collections” and the contacts he’s made, he is ready either way.



## Physics’s Noble Cause

Elise Novitski had never done any “real lab work” until she spent the summer after her freshman year in Yale’s A.W. Wright Nuclear Structure Laboratory. “Once I saw what people were doing, I knew physics was what I wanted to do in life.” She says the toughest thing is to get that first research experience. “What’s different about Yale is they help you start as a freshman and give you money to do it,” she says. That flexibility early in one’s undergraduate career is a big deal because a lot of students go into grad school having done only one type of research. “They’re afraid to try different things because there’s

a lot of pressure to accomplish something fast,” says Novitski. Because she started early, she knows the areas of physics she likes and what interesting questions are common to multiple subfields. After earning a summer grant to work on accelerator physics at Cornell, Novitski received funding from Yale through the end of her senior year to “try to make fluids unmix using a laser.” She says research is different from a lot of other extracurricular activities. “You’re part of a team, it’s intellectually engaging, and it has a noble goal—to improve life.”

**The A. W. Wright Nuclear Structure Laboratory** (WNSL) houses the world’s most powerful stand-alone tandem Van de Graaff accelerator, capable of terminal voltages up to 20 MV. WNSL has active in-house research programs in nuclear structure, nuclear astrophysics, and relativistic heavy ion physics.

**Elise Novitski** says experimental science necessarily involves frustration and setbacks, but she’s weathered enough of them to have a sense of the combination of ingenuity, flexibility in approach, patience, and determination that is required to overcome them. When she’s not in the lab, you might find her playing bridge or on the Ultimate field.

*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 is “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.”

### Molecule in a Haystack

Raul Navarro says, “If you don’t love the science you’re doing, research can be a mundane process.” Lucky for him, the frontiers of organic chemistry he explores in Professor Glenn Micalizio’s lab have become his passion.

The lab’s ultimate goal is to facilitate the process of drug discovery. According to Professor Micalizio, the classic “needle-in-a-haystack” approach to drug discovery can be influenced by dramatically altering the type of “hay” that is screened. “We aim to shape the process by making collections of complex molecules easier to synthesize,” he says.

Though Navarro’s daily routine in the lab doesn’t vary a lot, thinking about “what I can possibly uncover” keeps him very excited about the research even when the chemistry isn’t working out. “I think you learn a lot more when something completely unexpected happens, or when you make a simple mistake—one you hope never to make again.” He says the lab has definitely created new knowledge. “It may not be the biggest discovery of the century, but it provides the information we need to make that big discovery.”

Raul Navarro discovered his fascination for research through the STARS summer research program. Next year he will begin his Ph.D. in chemistry at Caltech. After that he may become a professor himself or work in the pharmaceutical industry.



### 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.”

**The Beinecke Rare Book and Manuscript Library**—an architectural marvel constructed of translucent white marble that admits light but screens out the sun’s damaging rays—is one of the country’s most important centers for research in primary sources for the humanities.

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

*Opposite page:* Professor Glenn Micalizio’s lab is in the new Yale University **Class of 1954 Chemistry Research Building** (CRB), a model of sustainable design that is part of the billion-dollar renovation of Yale’s Science Hill.

**Raul Navarro** is from Baldwin Park, California. His main extracurriculars are Alianza, “an organization that celebrates Latin culture at Yale,” and working on *La Fuerza*, Yale’s Latino student magazine.

# A Liberal Education, Part II.

(Everything to do with innovation)

It's often said that a liberal education teaches you *how* to think, not *what*. For three centuries a Yale education has also led to some remarkable "whats"—from the discovery of vitamins and fractals to the invention of the artificial heart and Morse Code, to the founding of the Peace Corps, to the birth of new disciplines like limnology and neurosurgery. There really is no telling what the next century of innovators will contribute to what we know and the way we live.

↓ **Eli Whitney** (B.A. 1792), inventor of the cotton gin.



↑ **Peter Salovey** (PH.D. 1986, faculty 1986–present, current Dean of Yale College), co-developer of tests to measure "emotional intelligence," a term he and colleagues coined to describe the ability to process and understand emotional information.

→ **Donna Dubinsky** (B.A. 1977), co-creator of the Palm Pilot.



↑ **F. Herbert Bormann** (faculty 1966–92), founder of modern ecosystems ecology.



↑ **Garry Trudeau** (B.A. 1970, M.F.A. 1973), winner of the Pulitzer Prize in 1975 for *Doonesbury*, which evolved from *Bull Tales*, a satirical comic strip that Trudeau created for the *Yale Daily News* while he was an undergraduate.

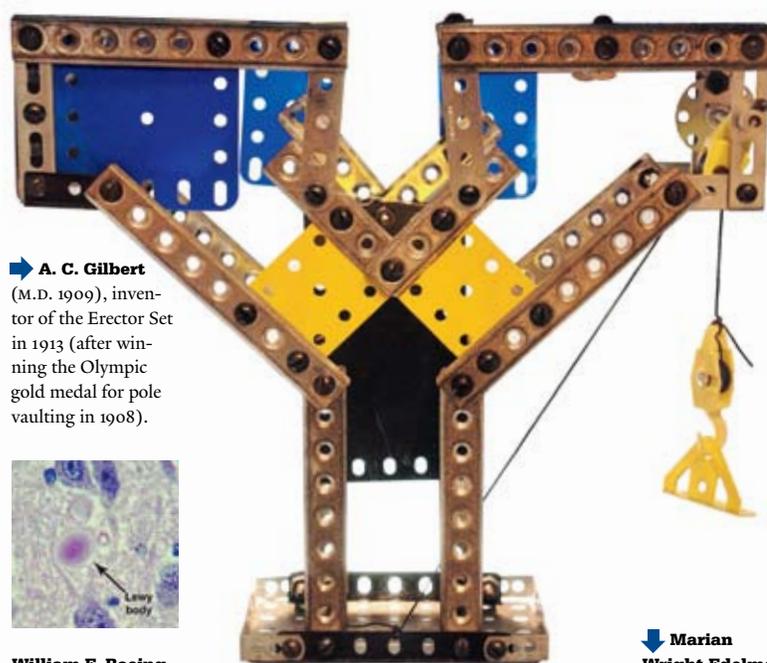
↑ **Lee De Forest** (PH.B. 1896, PH.D. 1899), inventor of the triode, which made commercial radio broadcasting feasible.

→ **August Hollingshead** (faculty 1947–75), sociologist who coined the term "youth subculture" in his study of New Haven neighborhoods.

→ **Francis S. Collins** (PH.D. 1974), director of the Human Genome Project.



↑ **Paul B. MacCready** (B.S. 1947), pioneer of solar-powered flight.



→ **A. C. Gilbert** (M.D. 1909), inventor of the Erector Set in 1913 (after winning the Olympic gold medal for pole vaulting in 1908).



↑ **William E. Boeing** (UGrad 1903), co-founder of Boeing Aircraft.

↓ **R. Sargent Shriver, Jr.** (B.A. 1938, LL.B. 1941), organizer and first director of the Peace Corps.



↑ **G. Evelyn Hutchinson** (faculty 1928–71) created the field of limnology, the study of freshwater ecosystems.

↓ **Fred Smith** (B.A. 1966) started overnight delivery and founded Federal Express.



→ **Othniel Charles Marsh** (B.A. 1860, faculty 1866–99), America's first vertebrate paleontologist.

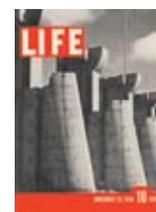


↑ **William Frederick Poole** (B.A. 1849) compiled the first subject index to periodical literature while an undergraduate.



↑ **Ellery J. Chun** (PH.B. 1931), creator of the Aloha Hawaiian shirt.

↓ **Henry R. Luce** (B.A. 1920) founded *Time* with Briton Hadden (B.A. 1920), *Life*, *Fortune*, and *Sports Illustrated*.

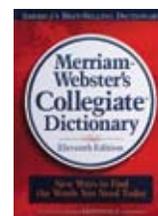


↑ **Eric Fossum** (PH.D. 1984), inventor of the CMOS image sensor used in most cell-phone cameras and cameras for special effects and motion analysis.

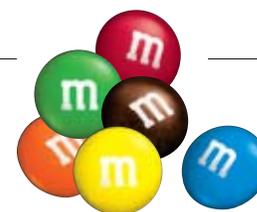
↑ **Lafayette B. Mendel** (B.A. 1891, PH.D. 1893), first identified vitamins and helped to establish modern concepts of nutrition.



↑ **Cole Porter** (B.A. 1913) wrote some of the most recognizable tunes in American music.



↑ **Noah Webster** (B.A. 1778) published the dictionary that changed how Americans spell.

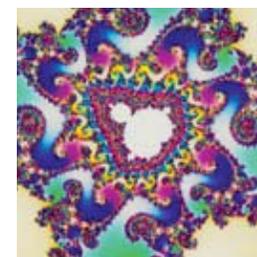


↑ **Forrest Mars** (B.S. 1928), creator of M&Ms.

↓ **Elias Loomis** (B.A. 1830), creator of the first weather maps, which led to the establishment of the U.S. Weather Bureau.



↑ **Samuel F.B. Morse** (B.A. 1810), telegraph pioneer and inventor of Morse code.



→ **Benoit Mandelbrot** (faculty 1999–present), creator of fractal geometry.

↑ **Thorstein Veblen** (PH.D. 1884) coined the term "conspicuous consumption" in *The Theory of the Leisure Class*, published in 1899.

↑ **J. Willard Gibbs** (B.A. 1858, PH.D. 1863) devised much of the theoretical foundation for chemical thermodynamics and physical chemistry.



↑ **Grace Hopper** (PH.D. 1934) helped invent COBOL programming language.

↓ **George Bird Grinnell** (B.A. 1870, PH.D. 1880), founder of the Audubon Society.

↓ **Walter Camp** (B.A. 1880) developed American football out of the rough game of rugby.



**Recent Nobel Laureates**

↑ **John Fenn** (Ph.D. 1940, faculty 1962 to 1994): Co-winner in 2002, for applying mass spectrometry to analyze proteins, broadening understanding of the processes of life, and leading quickly to development of new AIDS drugs and efforts toward earlier cancer diagnoses.

↑ **Raymond Davis** (Ph.D. 1942): Co-winner in 2002, for blazing new trails in astrophysics through the detection of solar and cosmic neutrinos; his discoveries helped open a new field, neutrino astronomy, important to elementary particle physics, astrophysics, and cosmology.

↑ **George A. Akerlof** (B.A. 1962): Co-winner in 2001, for landmark research on how markets malfunction when buyers and sellers have different information. The analyses—based on the market for "lemon" used cars—advanced modern information economics.

↑ **David M. Lee** (Ph.D. 1959): Co-winner in 1996, for discovery of superfluidity in helium-3, a breakthrough that greatly broadened the study of quantum mechanical effects.

↑ **William Vickrey** (B.S. 1935): Co-winner in 1996, for contributions to the economic theory of incentives under asymmetric information, especially his work on taxation, modern auction theory, and congestion pricing, now considered a tactic against climate warming.

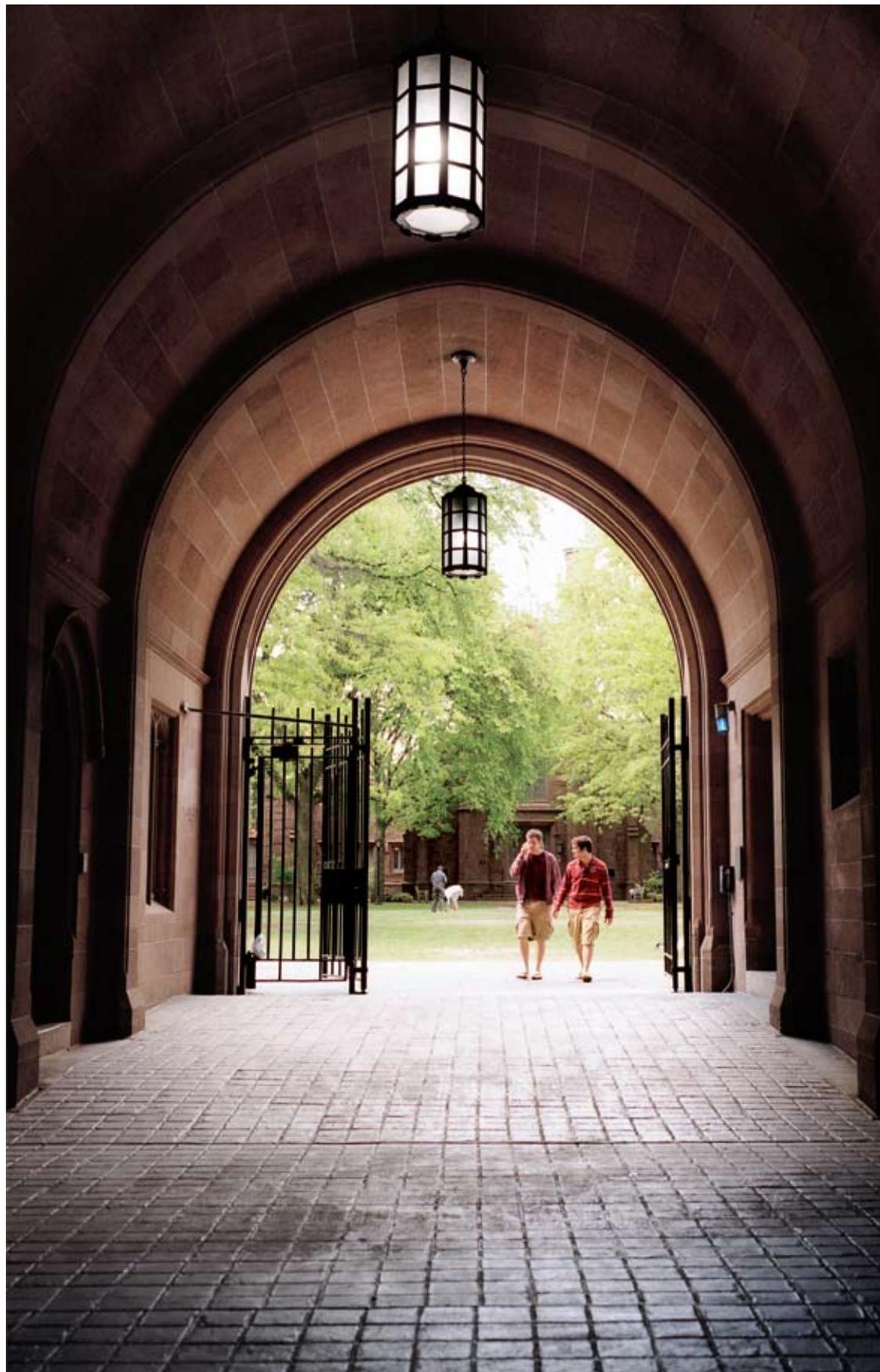
↑ **Eric Wieschaus** (Ph.D. 1974): Co-winner in 1995, for studies of embryonic development that opened the way to more effective research on human development and congenital malformations.

↑ **Alfred G. Gilman** (B.S. 1962): Co-winner in 1994, for discovery of G proteins that are the switchboard in how cells in the body communicate—or miscommunicate—with each other. The work led to research on how disease can be targeted at the cellular level.

↑ **Sidney Altman** (faculty 1971–present): Co-winner in 1989, for the discovery of RNA enzymes or "ribozymes."

# Places.





Yale, like Ulysses, is part of all that she has met, part of all the scholars and students who have trod paths of learning across her campus, of their ideals and accomplishments, and of their lives and times...

*Whitney Griswold, Yale University President, 1961*

# Inspired by Icons.

*(Why architecture matters)*

## **Harkness Memorial Tower**

The height of tradition at Yale (216 feet and 284 steps to the roof), the tower's cornerstone was dedicated in 1917 exactly 200 years after the first stone for the first Yale building in New Haven was placed. Designed

by James Gamble Rogers and completed in 1921, Harkness holds a 54-bell, 43-ton carillon rung daily by students in the Yale University Guild of Carillonners. Statues of Elihu Yale and others plus four student-gargoyles keep watch from on high.



“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*



**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.



**Sterling Chemistry Laboratory** and **Kline Biology Tower** Sterling, pictured on the left, was designed by William Adams Delano (B.A. 1895, B.F.A. 1907) and his partner Chester Holmes Aldrich. Kline Biology

Tower was designed by Pritzker Prize laureate Philip Johnson. Both buildings stand on Science Hill, where they are part of a billion-dollar renovation and expansion of Yale's science facilities.



© Jeff Goldberg /Esto.

**Malone Engineering Center**  
Built in 2005 according to state-of-the-art sustainable building standards, the Center adds considerably to Yale's engineering facilities. The building, designed by Cesar Pelli (of Pelli Clarke Pelli

Architects), a former dean of the Yale School of Architecture, houses undergraduate teaching labs and the University's Department of Biomedical Engineering.



**Sterling Memorial Library** houses four million volumes—out of the University's total collection of more than 12 million books, maps, manuscripts, and other documents. Its well-appointed study areas attract students, faculty members, and thousands of visiting researchers each

year. Completed in 1930, the library was designed by alumnus James Gamble Rogers, who remarked it was "as near to modern Gothic as we dared to make it." The library has fifteen stack levels and eight floors of reading rooms, offices, and work areas.

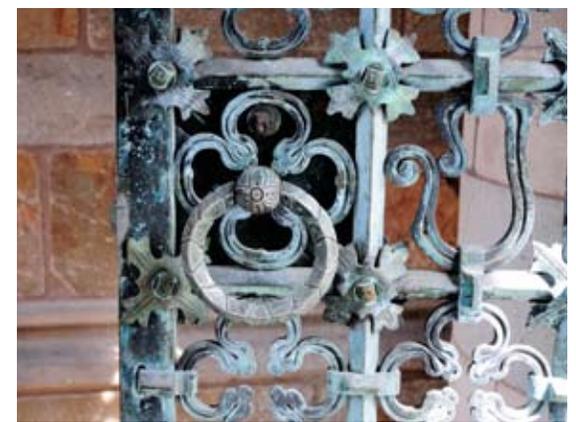
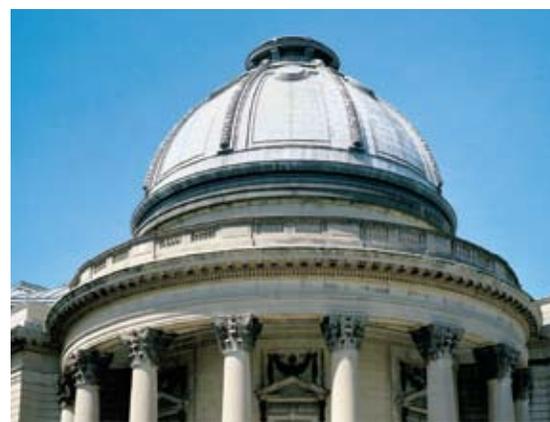
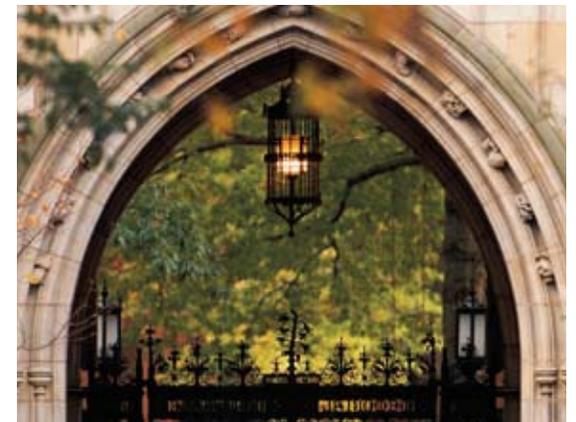
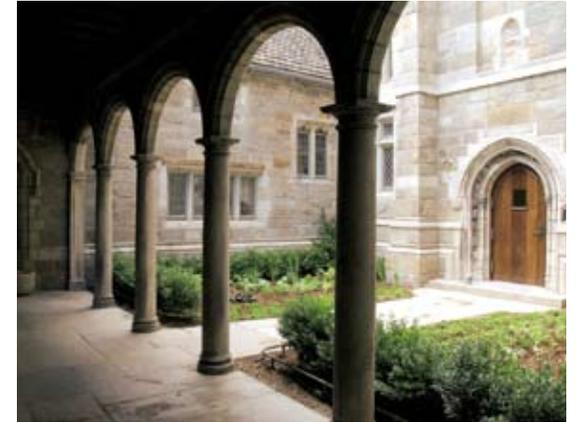


**Connecticut Hall** The oldest building on campus, a Georgian among the Gothic, opened as a dorm in 1752 and is a National Historic Landmark. Nathan Hale (B.A. 1773)—that's him, on guard outside—was one of its early residents.



**Yale University Art Gallery** One of the country's oldest college art museums got its start in 1832 with 100 Revolutionary War paintings. Now it's noted for the depth and range of its collections. The main building is itself a modernist masterwork designed by Louis Kahn

(faculty 1947–57). It was the first notable design of Kahn's career and sits across the street from his final work in the U.S., the Yale Center for British Art.



# Noah Webster Lived Here.

*(Bumping into history at Yale)*

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



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

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

Branford College (*below center*) decorates its entries with the names of famous Yalies, including **James Fenimore Cooper**, who was admitted at 13 and expelled a few years later after several pranks, possibly including a donkey and a professor's chair. (Maybe he couldn't help it—Cooper's older brother was expelled from Princeton after "someone" blew up a campus hall.)

After Webster, Eli Whitney and Samuel Morse lived in Connecticut Hall (*right*), built in 1750–52; another historic roommate was **Nathan Hale**, B.A. 1773, executed as a spy and known for having said, "I only regret that I have but one life to lose for my country."



# Nine Squares.

(Yale and the city)

“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 together 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 cosmo-

politan college town, they would recognize the cooperation between the two neighbors as Yale moves into its fourth century. As Yale President Richard C. Levin, a thirty-year resident of New Haven, has often said, this city is “large enough to be interesting, yet small enough to be friendly.” Welcome to the new New Haven.



**A textbook case of city planning** Nine perfect squares: a geometry of profound faith. New Haven was planned by founders who believed in the recurring pattern of Providence. In 1639, they laid out a grid of blocks around a central commons, a tangible expression of their belief. The next step was a college to train the

leaders of future generations. The pattern held true: Their college would become paramount in preparing leaders, amid a setting carefully planned as a tangible expression of the power of the mind and soul. See *Yale in New Haven: Architecture and Urbanism* (Yale University, 2004)



## Eating Out.

(When you need a break from the dining halls)

### 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 20 people long.

### Louie’s Lunch

Credited by some with inventing the hamburger in 1903. (Just don’t ask for ketchup!)

**Ninth Square** For a more elegant night out, Ninth Square, a short walk from campus, offers the upscale and hip spots.

### Coffee or Koffee?

New Haven has its share of great independent coffee shops where students can study or catch up with friends.

**Ashley’s Ice Cream** For decades a New Haven favorite, located on York Street, and voted “New Haven’s Best” by the local press.

### Mory’s: A Yale Tradition

Founded in 1861, Mory’s is a unique Yale dining experience—membership at this formal supper 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.

### International Fare

Walk just a few blocks from campus for any food you crave—American, Chinese, Cuban, Eritrean, Ethiopian, French, Greek, Indian, Irish, Italian, Jamaican, Japanese, Korean, Malaysian, Mexican, Moroccan, Spanish, Thai, Turkish, or Vietnamese.

## 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).

# Dispatches from the World.

(One place you'll find yourself at Yale is all over the globe)

A non-traditional 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 over \$3 million for fellowships, internships, and relief from summer earnings obligations in order to guarantee that every student who wishes will be able to work or study abroad. Beyond these hefty resources is the sheer variety of global experiences students can undertake during school years and summers: study at a major university in another country; field-based or laboratory research; interning with Yale alumni around the world; Yale summer session international courses taught by Yale faculty; or study, work, or service projects of one's own design. Students are encouraged to begin exploring the globe the summer after their freshman year. Here, eight Elis map a glimpse of the world through pivotal moments and personal definitions of "global citizen."



The photos in this chapter were provided by the students featured, except for Yuefei Qin's portrait, which was taken by Lisa Kereszi.

"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."

*John*

**Yalies Abroad  
2006–2007**  
Africa: 114  
Asia: 321  
Australia: 10  
Europe-Eastern: 51  
Europe-Western: 382  
Latin America: 163  
Middle East: 15  
Multiple Country: 29  
North America: 7  
Total: 1092



**Samoa**

## John Mittermeier

**Hometown** Abidjan, Côte d'Ivoire ("Technically my home address, although I'm never there. I spend most breaks traveling.")

**Major History**



**Suriname**

## 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.



Brazil

**Samuel Byrne**

**Hometown** Bala Cynwyd, PA

**Major** Economics

**Yale International Experience**

Won a Kingsley Trust Association Summer Travel Fellowship to study Brazilian music and dance.

**Global Citizen** “Someone who understands 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 comforts of home with confidence.”

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

“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 socio-political 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



“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

**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 maintaining project milestones and carrying out campaigns to promote products.”

**Global Citizen** “One who looks upon every human being as his or her compatriot, 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 M.Phil. degree in Politics or International Relations.”



China



Oman & Morocco

**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 opportunities 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.”



“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

**Center for International Experience**

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

**Study** Yale programs include Peking University-Yale University Joint Undergraduate Program in Beijing; Yale in London; Yale Summer Session (most recently, courses were offered in Argentina, Brazil, Chile, Czech Republic, Ecuador, France, Germany, Italy, Kenya, Poland, Singapore, Spain, Swaziland, and Tokyo); year or term abroad approved programs run by other institutions or providers.

**Internships** Undergraduate Career Services has major programs in 16 cities around the world. “Bulldogs” internships provide over 200 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.

**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.

**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.



Paris

**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 world views. One of the most significant lessons of studying abroad was the importance of exploring outside my comfort zones."  
*Andrew*



Mauritania, Mali & Morocco



Paris

"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."  
*Lauren*

**Lauren Harrison**

**Hometown** Orchard Park, NY

**Majors** African Studies and International Studies

**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."



**Lucas O'Connor**

**Hometown** Rochester, NY

**Majors** Theater Studies and Literature

**Yale International Experience**

Studied at Oxford junior year, traveled by Eurail 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, unbounded 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."



Oxford, England



Hong Kong

"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."  
*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*



Argentina

**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 is a mezzo soprano, who has sung in ensembles at the Metropolitan Opera, on specials for NBC and CBS, and as back-up for Michael Bolton.)







...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*

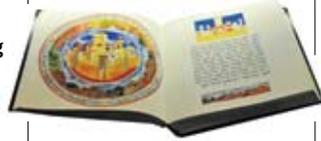
# State of the Arts.

(Everything you might have done on a single 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 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

Lose yourself in the art of the book at the exhibitions “The Passover Haggadah: Modern Art in Dialogue with an Ancient Text,” “Art Is Where You Find It,” and “Collaboration: The Art of Working Together” all at **Sterling Memorial Library**.



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,” which includes artifacts from over a dozen pre-Columbian cultures.

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



Be hip at the **Yale Belly Dance Society** “Hips against Hunger: 3rd Annual Gala Show.” Afterwards stop by **Six Feet Under**, Calhoun College’s cabaret space, to check out the band your Froco is managing and a spoken word performance by the **Yale Slam team**.



Explore the ethical consequences of murder with “wry irony and consummate skill” through two films: *Monsieur Verdoux* and *Le Boucher* directed by Charles Chaplin and Claude Chabrol, respectively, and loosely based on real-life scandals. Every weekend **Cinema at the Whitney**, an interschool student group of undergrads and graduate students, presents a pair of films for free at the **Whitney Humanities Center** auditorium.

If that’s too highbrow for your mood, start your night with the all-ages show at **Toad’s Place** then head over to the **Criterion Cinema’s** exclusive *Insomnia* Theater film series, which “brings the best cult classics back to the big screen!” Or shake off *Le Boucher* (literally) at the **AFTERPARTY**,

**Yale Cabaret’s** late-night lounge. (Admission is always free with the purchase of a ticket to what’s playing at the Cabaret—this weekend, Sidewalk Opera.)

## Saturday

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



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

Or gallery-hop from the **School of Art’s** Senior Thesis Show Paintings Part I (see Part II on Sunday) to the **Architecture Gallery** for “Painting the Glass House: Artists Revisit Modern Architecture.” As you move through the gallery, you and your date rue the fact that you missed



visiting professor Frank Gehry’s talk two nights ago, but make a plan to come back next Tuesday for SOA’s Film Series “The Future is Asian.”

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



## Sunday

As a member of the **Gospel Choir**, sing at Sunday services.

Help your friend set up her paintings at the **Despierta Boricua’s** art opening. Come back for the reception at **La Casa** later in the afternoon.

Or sleep in and join the **Yale FX Crew** for an afternoon of practice. Then check out films from the **Yale Film Studies Center** for your own festival du cinéma with hallmates.

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

Close the weekend with an eclectic mix of live music options: new bands at **BAR’s** “Sundazed” series; a student Choral Conducting Recital at **Battell Chapel**; the Great Organ Music series at **Marquand Chapel**.

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



Or DIY by acting, performing, singing, staging, writing, producing, presenting, improvising, creating, designing, and getting laughs through over 70 (and counting) student choirs, troupes, clubs, groups, ensembles, associations, ballets, organizations, societies, and collectives including:

**Art/Design**  
 Animé Society  
 Craft Club  
 Society of Domestic Arts  
 Student Silkscreeners  
 The Vanderbilt Gallery

**Dance**  
 Alliance for Dance  
 Ballet Folklórico Mexicano  
 Belly Dance Society  
 Danceworks  
 A Different Drum  
 The Flamenco Society  
 Freestyle Expressions Crew  
 Fusion: Modern Belly Dance Hip-Hop  
 Jashan Bhangra Team  
 Konjo African Dance Troupe  
 Lion Dance Troupe  
 Phoenix Dance Troupe (Chinese dance troupe)  
 Rhythmic Blue  
 Steppin’ Out  
 Swing Dancing Club  
 Taps  
 Yaledancers

**Fashion**  
 Sankofa (collective of fashion designers, models, and artists who produce fashion shows)  
 Y Couture

**Film**  
 Bulldog Productions  
 Cinema at the Whitney  
 Film Society  
 Screen Alliance

**Music**  
 Bhangra Society  
 Berkeley College Orchestra  
 Bulldog Pipes and Drums  
 Classical Music Student Society  
 Davenport Pops  
 Ezra Stiles College Wind Ensemble  
 High-Strung and Low-Key  
 IGIGI  
 Jazz Collective  
 Madrigal Musicians  
 The Musical Cure  
 New Haven Dance and Drummings  
 Pan, Jam, and Lime Steel Pan  
 Paul Huggins African Drumming Core  
 Raga Society (Indian classical music)  
 Resonance Chamber Ensemble  
 Saybrook College Orchestra  
 Society Electronica  
 World Music Group  
 Yale University Guild of Carillonneurs

**Comedy/Improv**  
 The Bridge  
 The Control Group  
 Fifth Humour  
 Just Add Water  
 The Purple Crayon  
 Red Hot Poker  
 Signs of Laughter  
 The Viola Question

**Spoken Word**  
 WORD Performance Poetry

**Unique**  
 Interventionists (performance art)  
 Ivy University: The Interactive Soap

**Singing Groups**  
 Alley Cats  
 Asempa  
 Baker’s Dozen  
 Duke’s Men  
 Gospel Choir  
 Living Water  
 Magevet  
 Mixed Company  
 The New Blue  
 Out of the Blue  
 Proof of the Pudding  
 Redhot & Blue  
 Shades A Cappella  
 Singing Group Council  
 Slavic Chorus  
 Society of Orpheus and Bacchus  
 Something Extra  
 The Spizzwinks (?)  
 Tangled Up in Blue  
 The Whiffenpoofs  
 Whim ’n Rhythm

**Theater**  
 The French Theater Society  
 Greek Dramatic Association  
 Heritage Theatre Ensemble  
 Jook Songs (Asian-American theater group)  
 The Opera Theatre of Yale College  
 Shakespeare Company  
 Student Productions  
 Yale Children’s Theater  
 Yale Dramat

# ELiterati.

(Why Yalies are so darned determined to publish)



Members of the *Yale Daily News* editorial board. **Andrew Mangino**, editor-in-chief (seated far left), thinks the proliferation of publications at Yale is “a reflection of every-

thing the university is all about: intensive teamwork, a flowing of novel perspectives, a global outlook, and a burning desire to not keep one’s ideas inside but to share them with others.”

“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.

## Publications

- Airships: The Science Fiction and Fantasy Review*
- Afrika Now*
- Development Magazine*
- Dimensions: Undergraduate Journal of Art and Art History*
- Fiat Lux: A Journal of Religious Life and Theology*
- Five Magazine* (focused on methods for social justice, human rights, and service groups)
- The Gaze: A Journal of Photography*
- HARLEQUIN Journal of the Performing Arts*
- The Hippolytic*
- The Journal of Human Rights*
- Journal of Medicine and Law*
- Korean American Journal*
- The New Journal*
- The Photojournalism Magazine*
- The Politic*
- Rumpus* (humor tabloid)
- Sphere*
- stYle* (fashion magazine)
- Symposium*
- Volume Magazine* (dedicated to music)
- Yale Anglers' Journal*
- The Yale Daily News*
- The Yale Daily News Magazine*
- Yale Economic Review*
- The Yale Free Press*
- The Yale Globalist*
- The Yale Herald*
- The Yale Israel Journal*
- The Yale Journal of Public Health*
- Yale Literary Magazine*
- The Yale Musician*
- Yale Philosophy Review*
- The Yale Record*
- Yale Scientific*
- Yellow Pages* (Asian American literary journal)
- Y.U.M.* (literary magazine)

# Home Grown.

(How “green” came of age at Yale)

Yale’s efforts to become a more sustainable campus began more than fifteen years ago, but its roots in environmentalism run much deeper, with over 100 years of new thought and curricular innovation. Today’s faculty revolutionaries include one of the pioneers of green engineering and the globally recognized founder of the new field of green chemistry. But the campus’s sustainable practices, which have earned it a place among the most environmentally progressive universities in the world, are due in large part to students who have made sustainability one of Yale’s most passionate pursuits.



**The Yale Farm**, a one-acre organic farm on campus, is a place where students, staff, and area residents gather to eat, work, and learn. It is also a national model for student farms on college campuses and market gardens in urban landscapes.

The farm is a project of the Yale Sustainable Food Project, which also directs a sustainable dining program at Yale and runs diverse programs that support exploration and academic inquiry related to food and agriculture.



## Student Groups

- [Student Task Force for Environmental Partnership](#)
- [Yale Student Environment Coalition](#)
- [Engineers Without Borders](#)
- [Yale Harvest](#)
- [Yale Freshman Outdoor Orientation Trips](#)
- [Social Justice Network at Yale](#)
- [Reach Out](#)
- [New Haven Action](#)
- [Yale Outdoors](#)

<p>Two Yale College graduates establish the Yale Forest School—the first professional forestry school in the United States—and pioneer forest management.</p>	<p>Yale professor and ecologist George Evelyn Hutchinson (faculty 1928–71), “the father of limnology,” publishes the first volume of his <i>A Treatise on Limnology</i>.</p>	<p>The Yale Student Environmental Coalition hosts the Campus Earth Summit, an international student conference with over 5,000 representatives from all fifty states, twenty-four countries, and six continents. Participants draft a plan for making</p>	<p>college campuses a model of environmentally responsible behavior, entitled “The Blueprint for a Green Campus.” Subsequently, the Blueprint is developed further and distributed nationally to environmental groups and legislators.</p>	<p>The Yale Sustainable Food Project is founded by Yale students, faculty, and staff, President Richard Levin, and chef Alice Waters.</p>	<p>The Office of the Provost establishes the Advisory Committee on Environmental Management (ACEM) and appoints faculty, staff, and students as members. ACEM recommends Environmental Principles that are endorsed by the University.</p>	<p>In response to overwhelming student support, the Sustainable Food Project expands to incorporate some sustainable food in the menus of all college dining halls.</p>	<p>Yale’s Office of Sustainability is created.</p> <p>The Student Task Force for Environmental Partnership (STEP) launches a new energy conservation program in the residential colleges.</p>	<p>A Yale fuels his truck with bio-diesel fuel, which he renders from dining hall grease. With a Yale Green Fund grant he builds a processor to recycle vegetable oil from the dining halls. Two years later Yale’s 19 shuttle buses are operating on 20% soybean-derived bio-diesel fuel.</p>	<p>President Levin announces that Yale has reduced its greenhouse gas emissions by 17 percent since 2005, putting it ahead of its 2020 goals.</p>				
<b>1900</b>	<b>1905</b>	<b>1957</b>	<b>1972</b>	<b>1995</b>	<b>1998</b>	<b>2001</b>	<b>2001</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<p>Alumnus George Bird Grinnell founds one of the first environmental organizations in the world—the Audubon Society.</p>	<p>The School of Forestry expands its research and teaching to incorporate broader environmental issues, and changes its name to the Yale School of Forestry &amp; Environmental Studies.</p>	<p>Students initiate a recycling program. A decade later, Yale creates a campus-wide recycling program within its Facilities department.</p>	<p>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.</p>	<p>The first student interns break ground on Edwards Street and transform a brambly acre of Farnam Gardens into a productive market garden, now known as the Yale Farm.</p>	<p>The Berkeley College dining hall becomes Yale’s test kitchen for serving local, seasonal, and sustainable food to students on a daily basis.</p>	<p>The Sustainable Food Project identifies more than 20 courses in nearly 20 programs that complement its mission, including Economics, Psychology, African Studies, Classics, and Political Science.</p>	<p>Yale hosts the Real Food Summit, bringing over 150 students from other colleges and universities together to galvanize a national movement around food on college campuses.</p>						

# Shared Communities.

*(Identity, culture, gender, 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, 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**

- Alpha Kappa Alpha Sorority
- Alpha Phi Alpha Fraternity
- The Black Church at Yale
- Black Graduate Network
- Black Pride Union
- Black Student Alliance at Yale
- Black Women's Coalition
- Delta Sigma Theta Sorority
- Ethnic Performers Guild at Yale
- Gamma Phi Delta
- Heritage Theatre Ensemble
- Kappa Alpha Psi Fraternity
- KONJO! (African Dance Troupe)
- Minority Association of Pre-Medical Students
- NAACP Yale Chapter
- National Society of Black Engineers
- New Haven Dance and Drumming
- Pan, Jam, and Lime Steel Pan (Steel Drum Ensemble)
- Paul Huggins African Drumming Core
- PRISM
- Sankofa
- Shades (a cappella singing)
- Sphere Magazine
- Steppin' Out
- Students of Mixed Heritage and Culture
- Urban Improvement Corps
- Visions of Virtue
- WORD (performance poetry)
- Yale African Student Association

- Yale Gospel Choir
- Yale West Indian Student Organization

**Asian American Cultural Center**

- Bridges (free English language lessons)
- Builders of a Brighter Cambodian Community
- Chinese American Students Association
- The Chinese Calligraphy Association
- Filipinos at Yale
- Gado
- Hindu Prayer Group/The Yale Vedanta Society
- Hong Kong Club
- InSight (Yale Chapter of NAPAWF, a national Asian American Women's issues and advocacy group)
- Yale African Student Association
- International Silat Federation
- Japan Association
- Jook Songs
- Korean American Journal
- Korean American Students of Yale
- Lion Dance Group
- Malaysian and Singaporean Association
- Megha (South Asian Dance Group)
- Muslim Students Association
- Phoenix Dance Troupe
- PRISM
- South Asian Conference Council
- South Asian dance group
- South Asian Literary Magazine
- South Asian Society
- Student Association of Thais at Yale

- Students of Mixed Heritage and Culture
- Taiwanese American Society
- Tamil Sangam
- Unity Korean Cultural Music Troupe
- Vietnamese Students Association
- Yale Bhangra Society
- Yale Chinese American Journal
- Yale Medical Professions Outreach
- Yale Pakistanis
- Yellow Pages (literary journal)

**La Casa Cultural**

- Alianza (pan-Latino group celebrating and learning about Latino culture)
- Las Amigas (Yale Latinas mentor Latina high schoolers)

- Los Amigos (Yale Latinos mentor Latino high schoolers)
- Ballet Folklórico
- The Cuban-American Undergraduate Student Association
- Despierta Boricua (Puerto Rican undergraduate organization)
- The Dominican Student Association
- Latin American Students Organization
- MAS Familias (supports Latinos interested in math and science)
- Movimiento Estudiantil Chicano de Aztlán (MEChA)
- Sigma Lambda Upsilon, Señoritas Latinas Unidas Sorority, Inc.

- La Unidad Latina, Lambda Upsilon Lambda Fraternity, Inc.
- Yale Mexican Student Organization
- Yale's Hispanic Scholars Foundation Chapter
- Ypsaniola (service organization devoted to the Dominican Republic)

**Native American Cultural Center**

- American Indian Science and Engineering Society
- The Association of Native Americans at Yale
- Journal for Indigenous Lifeways

**Women's Center**

The center, while open to men, primarily is a space for the women of Yale. Its mission is to improve the lives of all women, especially at Yale and in New Haven. As part of a broader feminist movement the center works to ensure equal and full opportunity for all, regardless of sex, gender, race, ethnicity, nationality, sexual orientation, socioeconomic status, background, religion, ability, or age.

- Belly Dance Society
- Girl-Empowered Magazine (for female New Haven high school students)
- InSight (Yale chapter of NAPAWF, a national Asian American Women's issues and advocacy group)
- MANIFESTA (feminist issues publication)
- Men Against Rape
- PRISM
- Rape and Sexual Violence Prevention
- Reproductive Rights Action League
- Sphincter Troupe (all-female sketch comedy group)
- Women and Youth in Support of Each Other
- Ya!Lesbians
- Yalies Against Breast Cancer



**Politics and Government**

The largest and oldest student political organization in the U.S. is at Yale—the Political Union. Today, virtually every political viewpoint can be found (and debated) at Yale. Many students join groups that focus on a single set of issues. Others join partisan groups, serve in Yale's student government, or become involved in local New Haven politics.

- American Civil Liberties Union
- College Libertarians
- Committee for Freedom
- Eli Whitney Student Association
- Independent Party
- Ivy Council
- Liberal Party
- Model Congress
- Party of the Left
- Political Action and Education Committee
- Political Union
- Pre-Law Society
- The Progressive Party
- The Roosevelt Institution
- Roundtable Society for Undergraduate
- Political Outreach
- Sophomore Class Council
- U.S. India Political Action Committee
- Yale College Council
- Yale College Democrats
- Yale College Republicans



**The Lesbian Gay Bisexual Transgender Student Cooperative**

The Co-op hosts a number of member groups loosely divided into three branches: social, political/activist, and support/discussion. The groups also work together on large events and projects.

- GaYalies
- Not Straight Frosh
- PRISM (a confidential discussion group for queer and questioning people of color)
- Queer Political Action Committee
- Queer Peers
- Queer Resource Center
- The Queer/Straight Alliance
- Students Advocating Marriage Equality
- TransAction
- Ya!Lesbians



**Afro-American Cultural Center**

Afro-America House opened in 1969 as a locus for political, cultural, and social activities. The name reflected the sentiment that the House was more than a mere building. The House continued earlier Yale gatherings which brought black students together from many schools to discuss issues pertinent to the black community. With these gatherings, the isolation students experienced in the late fifties and early sixties gave way to the vigorous exchange of ideas now seen at the House. The common thread is the commitment, confidence, competence, and consciousness that students, faculty, the New Haven community, and the University administration have shown in making the Afro-American Cultural Center vitally essential to Yale, New Haven, and beyond.



**Asian American Cultural Center**

What can you do at the AACCC? Just about anything: study in the library, cook for your friends in a full-fledged kitchen, watch TV on a widescreen television, or play ping pong. Established in 1981, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. Over thirty-five undergraduate organizations are affiliated with the AACCC. Students of Chinese, Filipino, Japanese, Korean, South Asian (Bangladeshi, Indian, Nepalese, 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.



**La Casa Cultural**

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



**Native American Cultural Center**

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



# Keeping the Faiths.

*(Religious life at a “world university”)*

**Battell Chapel** Built in 1874 on Old Campus, Battell Chapel is a multi-faith place of worship with a busy weekly schedule of services, concerts, and other events.

Yale students come from over thirty diverse religious and spiritual traditions. Founded as an institution with a Protestant vocation, Yale today welcomes those of any or no faith tradition and seeks to nurture all in their spiritual journeys during their college years.

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

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



- Athletes in Action
- Bahá’í Association
- Black Church at Yale
- Christ Presbyterian Church Students
- Christian Scientist Organization at Yale
- Episcopal Church at Yale
- First & Summerfield United Methodist Church
- Indigo Blue (Buddhist)
- Islamic Awareness Week Council
- Latter-Day Saints Student Association
- Lutheran Campus Ministry
- Muslim Student Association
- New Haven Friends
- Orthodox Christian Fellowship
- Presbyterian Campus Ministry
- Reformed University Fellowship
- St. Mary’s Roman Catholic Church
- Saint Thomas More Catholic Chapel and Center
- Slifka Center for Jewish Life
- Students of Chabad
- Trinity Baptist Church
- Unitarian-Universalist Student Fellowship
- The University Church
- Visions of Virtue
- Yale Christian Fellowship
- Yale Hillel
- Yale Students for Christ
- Young Israel House at Yale
- and more

# Bulldog! Bulldog! Bow, Wow, Wow!

*(Playing for Yale)*

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 glees from their appointed perches on the old Yale fence," wrote George Pierson in his history of Yale. The Bulldogs of today—both men and women—compete on 33 NCAA Division I teams made up of junior-varsity-level players to All-Americans. Yale also offers student-run club sports and one of the most extensive and popular intramural programs in the country. And the fans roar their glees (that's fight song in modern parlance)—including Cole Porter's "Bulldog!"—as loud as ever.



### Mission

"...to strive to win, to compete with pride and honor, to make sacrifices, to persevere when all seems lost, and to develop a sense of obligation and responsibility for others." These are the lessons that make "athletics a school for accomplishment and character, and for the athlete they represent an invaluable part of the non-academic aspects of a liberal education."

—Excerpted from the Yale University Athletics Mission



### Recent Ivy League Championships

Football  
Men's Ice Hockey  
Women's Crew

### 13 Nationally Ranked Teams

Heavyweight Crew  
Lightweight Crew  
Women's Crew  
Men's Fencing  
Women's Fencing  
Women's Ice Hockey  
Women's Lacrosse  
Co-ed Sailing  
Women's Sailing  
Women's Soccer  
Men's Squash  
Women's Squash  
Women's Tennis



### "The Game"

Even for those who don't count themselves as sports fans, "The Game" is one of the most anticipated events every year. Since 1875, the Yale Bulldogs and Harvard Crimson have met more than 120 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, its location alternates between the Yale Bowl and Harvard Stadium.



800+

Yalies who participate in intercollegiate athletics each year.

2,500

Students who participate in intramural games through the residential colleges.

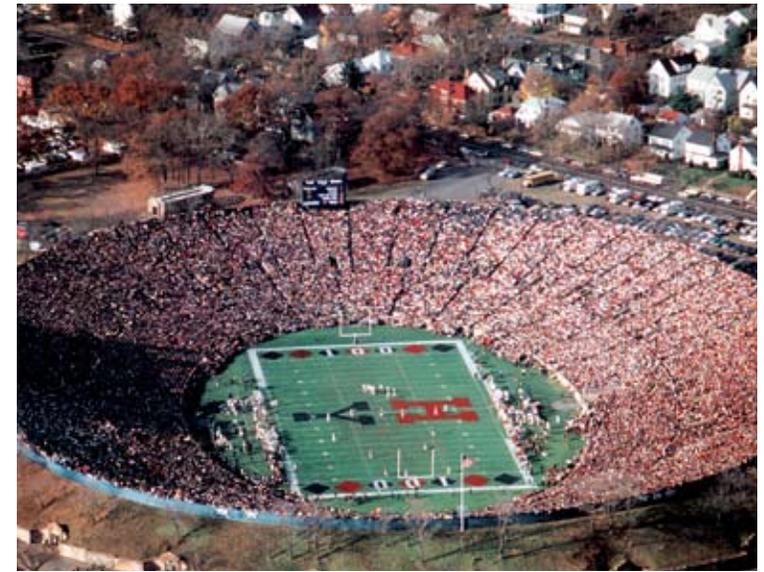
90%

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



**NCAA Division I Intercollegiate Teams**

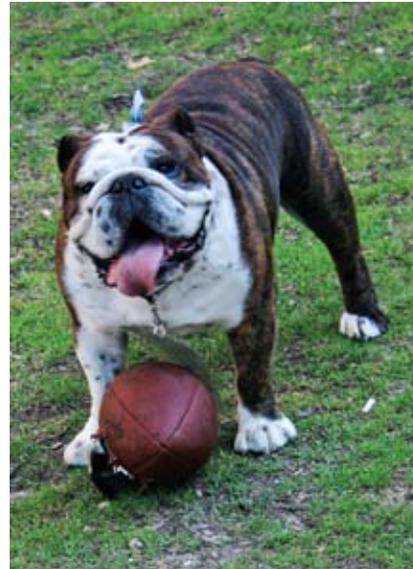
- Baseball
- Men's Basketball
- Women's Basketball
- Men's Crew (Heavy and Light)
- Women's Crew
- Men's Cross Country
- Women's Cross Country
- Men's Fencing
- Women's Fencing
- Field Hockey
- Football
- Men's Golf
- Women's Golf
- Women's Gymnastics
- Men's Ice Hockey
- Women's Ice Hockey
- Men's Lacrosse
- Women's Lacrosse
- Men's Sailing
- Women's Sailing
- Softball
- Men's Soccer
- Women's Soccer
- Men's Squash
- Women's Squash
- Women's Swimming
- Men's Tennis
- Women's Tennis
- Men's Track
- Women's Track
- Women's Volleyball
- Cycling
- Equestrian
- Field Hockey
- Figure Skating
- Fishing
- Golf
- Men's Ice Hockey
- Jiu-Jitsu, Brazilian
- Kendo
- Kickboxing (Muay Thai)
- Kung Fu (Wing Chun)
- Men's Lacrosse
- Women's Lacrosse
- Pistol
- Polo
- Men's Rugby
- Women's Rugby
- Shotokan
- Skeet & Trap
- Skiing (Alpine)
- Skiing (Cross Country)
- Men's Soccer
- Women's Soccer
- Squash (co-ed)
- Swimming
- Table Tennis
- Tae Kwon Do
- Men's Tennis
- Women's Tennis
- Men's Ultimate
- Women's Ultimate
- Men's Volleyball
- Women's Volleyball
- Men's Inner Tube Water Polo
- Women's Inner Tube Water Polo
- Wrestling



**193 Olympians**

One hundred ninety-three Yale players and coaches have taken part in modern (post-1896) Olympic competition, more participants than many countries claim. One hundred sixty-eight Yale athletes have competed in the Games for a total of 113 medals, 63 of them gold, and 19 Eli coaches have led Olympic teams. Yale was most recently represented at the 2006 Winter Games in Turin, Italy, by women's

ice hockey player Helen Resor '09 and in the 2004 Summer Games in Athens, Greece, by Sada Jacobson '06 in saber (who won a bronze medal), Eleni Benson '05 competing on the Greek women's soccer team, and Patricia Miranda, J.D. '07, in wrestling, and by six graduates of Yale.



**Club Sports**

- Archery
- Badminton
- Ballroom Dance
- Men's Baseball
- Basketball
- Women's Basketball
- Cheerleading
- Cricket
- Curling

**Intramurals**

see page 23

**Facilities**

**Payne Whitney Gymnasium**

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

**The David S. Ingalls Rink**

seats over three thousand and is home to Yale's varsity hockey teams. The rink is also available for recreational ice skating and instruction, and intramurals.

**The 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, track and field, and equestrian sports.

**Johnson Field**

A new synthetic turf complex housing the field hockey and women's lacrosse teams, and the William O. DeWitt, Jr. '63 Family Field, the new home of the Yale softball team.

**Championship Golf Course**

Yale's own championship golf course, voted #1 College Golf Course in America by *Golfweek* magazine's 2006-07 College Almanac, is a short distance from the other athletic facilities, in the Westville section of New Haven.

**Gilder Boathouse**

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

**The McNay Family Sailing Center at Yale University**

Home to the Yale Varsity Sailing Team, the fleet consists of twenty-four 420 racing dinghies, plus FJs, Lasers, windsurfers, and three safety launches.



**Conferences**

Yale takes pride in its broad-based intercollegiate 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.



# Difference Makers.

(Yale's incubator of impact and leadership – Dwight Hall)

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



"I have always loved dealing with children, a condition I think that came of being the oldest of 25 cousins. I became interested in education and participated in a few tutoring groups during freshman year. Sophomore year I became a public school intern and a workshop leader with Community Health Educators. Toward the end of sophomore year I realized that this was something I was seriously passionate about, and there was no reason for it to be exclusively an extracurricular interest. Since then, I have taken two education classes and plan to enter the educational profession after I graduate. You could say that Dwight Hall shaped my entire vision of my future."

*Christopher Lewine*

"Community Health Educators (CHE) is a project that I have been involved in for all four years at Yale. CHE was started almost ten years ago when a counselor of Wilbur Cross High School approached a Dwight Hall public school intern, concerned about the lack of health education in the city's schools, largely due to lack of funding. Six Yale students came together to formulate and deliver health workshops in the school. This year, CHE has over 150 volunteers. We write our own health workshops on subjects ranging from nutrition to contraception to healthy relationships and deliver them in many of New Haven's public high and middle schools."

*Blair Jenkins*



“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. No other organization on any campus in the country is quite like Dwight Hall. Here, students design and implement strategic service and advocacy projects, come together as a community of friends, and explore the intellectual possibilities and palpable opportunities of a life of service. I serve on the nonprofit Board of Directors and have been elected to co-lead the 70-member student cabinet. For me and many others, work at Dwight Hall is much more than volunteering. It’s a job and a commitment. In recognition of that, Dwight Hall Fellowships offer stipends or work-study wages.”

*Amy Rothschild*

“It’s one thing to take classes on world issues and philanthropy and community involvement theory, but through Dwight Hall I’ve gotten a pragmatic idea about issues that exist in New Haven, across the country, and around the world. I am a co-coordinator of the Dwight Hall Academic Mentoring Program. Without question it has been the most rewarding experience I have had here. It is

a three-year program that allows me to have a sustained mentoring relationship with a student at a local elementary school. I plan to go into finance post-Yale and then work to improve the education system either by running for office or starting a nonprofit. I would like to use the lessons learned in the private sector to create a positive, sustainable change in education.”

*Bradford Williams*

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

*Eliza Schafner*

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**

- Academic Decathlon Mentors
- AIDS Walk New Haven
- Alpha Phi Omega
- American Red Cross
- Amnesty International
- Best Buddies
- Bilingual Organization for Language Development
- Bridges (English language classes)
- Bulldog College Outreach
- Chinese Adopted Siblings Program for Youth
- College Council for CARE
- Colleges Against Cancer
- Demos
- Female Athlete Mentors
- FOCUS on New Haven
- Global Health Week
- The Gordie Foundation
- Habitat for Humanity
- Hunger Heroes
- InSight (Chapter of National Asian Pacific American Women’s Forum)
- Integrated Refugee and Immigrant Services
- International Leaders Leadership Institute
- Leading by Example
- MATHCOUNTS Outreach
- Medical Professions Outreach
- Mercado Global
- Minorities in Medicine Movement (The New Haven After-School Film Club)

- PALS Tutoring and Mentoring
- Party For a Cause Foundation
- The Pre-Law Minority Outreach
- Reach Out
- Reproductive Rights Action League
- Rotract Club
- SMART (Science and Math Achiever Teams)
- Splatter! Magazine (Publishing works by children in Yale student-run writing workshops)
- Spring Charity Bowl
- Student Emergency Medical Services
- Student Nutrition Detectives
- Student Soccer Outreach Club
- Students Against Human Trafficking
- Students for Autism Awareness and Advocacy
- Students for Children’s Well-Being
- Students for UNICEF
- Students Taking Action Now: Darfur
- T.I.E.S. (Tutoring in Elementary Schools)
- Unite For Sight
- Urban Debate League
- Women and Youth Supporting Each Other
- Women’s Leadership Initiative
- World Food Programme
- Yspaniola (Community service focus on Dominican Republic)

**Peer Counseling**

- Alcohol and Drug Education
- Eating Concerns Hotline and Outreach
- Mind Matters (mental health awareness and education group)
- Peer Health Educators
- Walden (founded in 1975, Yale’s longest-running peer counseling group)

Apply.



# The Good News about the Cost of Yale.

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

Beginning in the 2008–09 academic year, Yale increased the number of families who qualify for aid, eliminating the need for students to take loans, enhancing its grants to families with more than one child attending college, exempting the first \$200,000 of family assets from the assessment of need, and increasing expense allowances for foreign students during school vacation periods.

Yale made history with its new financial aid policy, reducing the average cost of sending a student to Yale College by over 50% for families with financial need. This new policy represents the largest increase in spending for financial aid in the University's history. As President Levin stated when he announced the new policy, "We want all of our students to make the most of Yale – academically and beyond – without worrying about excessive work hours or debt. Our new financial aid package makes this aspiration a reality."

## Yale made history with its new financial aid policy, reducing the average cost of sending a student to Yale College by over 50%.

> Families with less than \$60,000 in income pay nothing for an admitted child to attend Yale.

> Families earning \$60,000 to \$120,000 typically contribute from 1% to 10% of total family income.

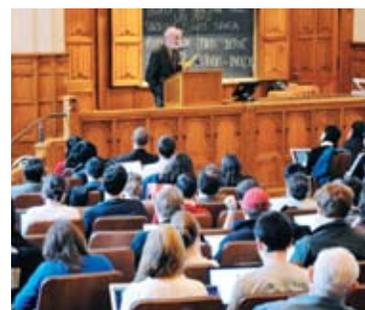
> The contribution of aided families earning above \$120,000 averages 10% of income.

To help families make an initial estimate of their expected contributions, the University's new Financial Aid Web site includes an online calculator to figure the net cost of attendance. Here are some sample cases:

### Examples of Parental and Student Annual Contributions

	Case A	Case B	Case C
Parents' income	\$60,000	\$90,000	\$180,000
Parents' assets	\$100,000	\$150,000	\$200,000
Parents' contribution with one child in college	0	\$2,950	\$23,050
Parents' contribution with two children in college	0	\$1,500	\$11,650
Student's contribution	\$2,500	\$2,500	\$2,500

Please visit [www.yale.edu/finaid](http://www.yale.edu/finaid)



# The Particulars.

## How to Apply

Please visit our Web site [www.yale.edu/admit](http://www.yale.edu/admit), where you will find application forms, application options, a calendar of due dates, and all application requirements.

## What We Look For

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

Given the large number of extremely able candidates and the limited number of spaces in the class, no simple profile of grades, scores, interests, and activities can assure a student of admission to Yale. Academic strength is the first consideration in evaluating any candidate. Evidence of academic strength is indicated by grades, standardized test scores, and evaluations by a counselor and two teachers. The committee then

weighs such qualities as motivation, curiosity, energy, leadership ability, and distinctive talents. The ultimate goal is the creation of a well-rounded freshman class, one that includes not only well-rounded individuals but also students whose achievements are judged exceptional.

Yale is committed to being the college of choice for the very best and brightest students in the world. In particular, Yale welcomes applicants from all backgrounds, and no student is disadvantaged in our admissions process because of a limited ability to pay. In fact, Yale actively seeks out accomplished students from across the socio-economic 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, overnight stays for rising seniors, and directions to Yale can all be found online.



For detailed information about admissions and financial aid, please visit our Web site:

[www.yale.edu/admit](http://www.yale.edu/admit)

Click on **Request Information** to join our mailing list and receive publications as well as invitations to upcoming admissions events.

Click on **Application Options** to file an application online or download a paper application.

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

Click on **Visiting Yale** for information that may be helpful to you in planning a visit to campus.

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  
[student.questions@yale.edu](mailto:student.questions@yale.edu)

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

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University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

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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 special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

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In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

In accordance with federal law, the University prepares the graduation rate of degree-seeking, full-time students in Yale College. Upon request to the Office of Undergraduate Admissions, PO Box 208234, New Haven CT 06520-8234, 203.432.9300, the University will provide such information to any applicant for admission.

For all other matters related to admission to Yale College, please call the Admissions Office, 203.432.9300.

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

**Yale College** Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

**Graduate School of Arts and Sciences** Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

**School of Medicine** Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

**Divinity School** Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

**Law School** Courses for college graduates. Juris Doctor (J.D.). Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.).

**School of Art** Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

**School of Music** Graduate professional studies in performance, composition, and conducting for college graduates and certificate students. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

**School of Forestry & Environmental Studies** Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

**School of Architecture** Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); non-professional degree: Master of Environmental Design (M.E.D.).

**School of Nursing** Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

**School of Drama** Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

**School of Management** Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

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