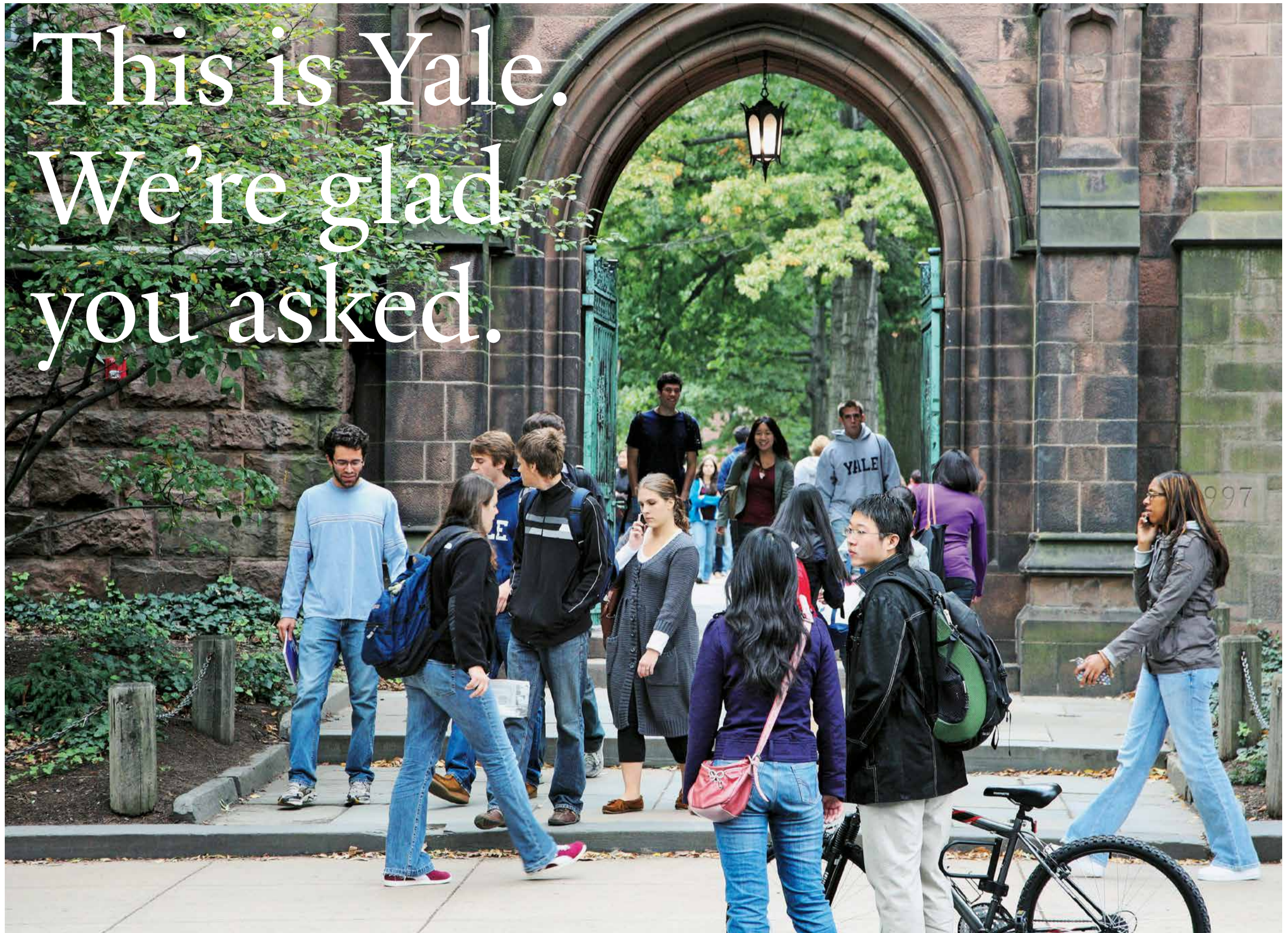


Yale.*

This is Yale.
We're glad
you asked.



Lives.

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



p. 14 | **Anatomy of a Residential College.** Delving into the layers of Yale's unique residential college system (12 gorgeous stand-alone "colleges").



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

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Apply.

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



A Tuesday in the life of

- 9:30 am** • Wake up, shower, and (ideally) get breakfast at Saybrook.
- 10:30** • Spanish in Linsly-Chittenden (conveniently located between Vanderbilt and Saybrook).
- 11:20** • Rush to Hillhouse to make it to my 11:35 calculus class.
- 1:00 pm** • Grab lunch at Silliman with a friend or two from math.
- 3:00** • Work out at Payne Whitney Gym, shower, and leave by 4.
- 6:00** • Meet up at Chipotle or another local eatery with fellow Black Men’s Union members to work on a newsletter for alumni.
- 7:30** • Weekly meeting with Cluster Technicians at the Student Technology Collaborative.
- 9:00** • Watch TV for an hour.
- 10:00** • Do homework with a friend at Squiche (Saybrook’s buttery).
- 12:30 am** • Back to my room to get some sleep.

- First Year’s Classes**
- > Comprehensive General Chemistry II
 - > General Chemistry Lab II
 - > Reading and Writing the Modern Essay
 - > Introduction to Ethnicity, Race, and Migration
 - > Calculus of Functions of One Variable I and II
 - > Introductory Microeconomics
 - > Introduction to Engineering, Innovation, and Design
 - > Vikings
 - > Elementary Spanish II
- Activities**
- > Yale Black Men’s Union
 - > Yale PALS Tutoring and Mentoring
 - > Yale Undergraduate Diversified Investments
 - > Science, Technology, and Research Scholars
 - > Saybrook College Council
 - Chair of the Dining Hall Committee*
 - > Shaka at Yale Polynesian dance group

Mallet Njonkem

Hometown
Richmond, TX

Anticipated Major
Economics, Engineering Sciences: Mechanical

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

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

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

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

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

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 on issues related to racial identity.

Freshman Outdoor Orientation Trips (FOOT) are six-day and four-day backpacking trips for all levels in the mountains and hills of Vermont, New Hampshire, New York, Massachusetts, and Connecticut, led by upperclassmen. Trip leaders have extensive training in keeping FOOTies safe and healthy in the backcountry and are experienced counselors who offer a wealth of support, advice, and friendship.

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

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

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 a diverse group of 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.)

Eliza Dach

Hometown
Washington, DC

Anticipated Major
Chemistry (although I also want to explore Chemical Engineering)



- First Year's Classes**
- > Directed Studies: Literature (both semesters)
 - > Directed Studies: Historical and Political Thought (both semesters)
 - > Directed Studies: Philosophy (both semesters)
 - > Quantitative Foundations of General Chemistry
 - > Laboratory for Quantitative Foundations of General Chemistry
 - > Organic Chemistry
 - > Laboratory for Organic Chemistry I
 - > Advanced Dance Composition
- Activities**
- > Yaledancers
 - > Yale team for the 2015 Solar Decathlon

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

On orientation: FOOT is a great way to kick off your freshman year! I did the four-day Appalachian Trail trip and made an instant group of friends.

On Directed Studies (DS): The yearlong DS humanities program is unique to Yale and a wonderful way to make sure you are taking small seminars, having lectures with world-class professors, quickly improving your writing skills, and reading the classics, from ancient Greece through the twentieth century. Discussion

sections are at the heart of the program: they let you engage with the texts, the other students, and the professors in a small group setting.

On extracurriculars: There is such strong support for the arts on campus. I’ve been able to keep up and improve my dancing and have had the chance to choreograph pieces of my own. Most importantly, I’ve found a community of amazingly talented dancers and friends who have defined my time at Yale so far.

A Wednesday in the life of

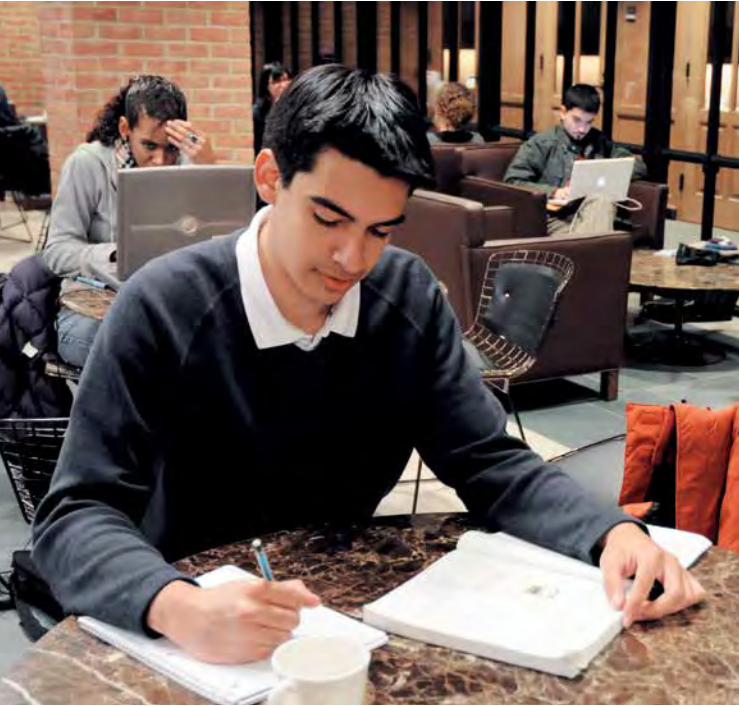
- 8:25 am** • Wake up and get ready for classes.
- 8:45** • Walk with my roommate to Branford for hot breakfast. Our favorite day is chocolate chip pancake day.
- 9:25** • Organic Chemistry class. With the help of giant styrofoam models, we’ve been learning about synthetic mechanisms and about how the smallest change in a molecule’s orientation can change its smell, look, reactivity, toxicity...
- 10:15** • Head to the Blue State coffee shop for an hour. Usually I work on my chemistry problem set or review DS reading for the afternoon section meeting.
- 11:35** • DS Philosophy lecture. I love DS lectures. Each professor has a different area of expertise and eloquently synthesizes that week’s reading with the course as a whole (especially useful if we’re reading Kant or Hegel).
- 12:25 pm** • Lunch in TD with a big group of DSers. These lunches are a hidden gem of DS: because you spend so much time with a relatively small group, you end up making a lot of friends over the course of the year’s lectures, sections, and lunches.
- 1:00** • Off to the discussion section for DS Historical and Political Thought.
- 2:15** • Back to Old Campus to relax. If it’s sunny, I sit out on the benches and chat with friends who are passing by or playing frisbee. Eventually I head to my room or the JE library to finish up the week’s DS paper or work on a lab report.
- 6:00** • Dinner with my amazing suitemates in JE. Afterward, we stop in the Froco’s suite for an impromptu dance party (or just to grab a piece of candy).
- 8:15** • Jazz night at Yaledancers class. Fun and tiring, YD classes are a highlight of my week.
- 10:00** • Back to my dorm to shower, talk with friends, and finish up whatever work I have left.
- 1:00 am** • Bedtime. I pack up my books and notes for Thursday so that I don’t wake up my roommate when I leave for my 9 am Literature class.

Oscar Pocasangre

Hometown
San Salvador, El Salvador

Anticipated Major
Economics, Political Science

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



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

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

- 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.
- 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 Saybrugian, Sillimander, or Morsel as well. A truly little-known fact is that while students always have the option of switching colleges throughout their years at Yale, scant few do. Read the over-the-top boosting by members of each college in the freshman welcome issue of the *Yale Daily News* and you'll understand why—they all think they're the best!



Yale's college system is the early-20th-century brainchild of philanthropist and alumnus Edward S.

Harkness (B.A. 1897). Architecture critic Paul Goldberger tells us in *Yale in New Haven: Architecture and Urbanism* (Yale University, 2004) that Harkness, like many alumni of his generation, took pleasure in Yale's growing international reputation and stature but worried that as the University grew, the close bonds between students

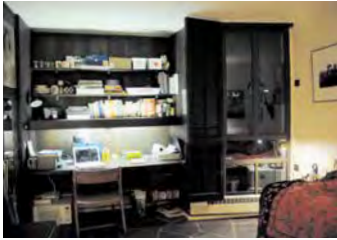
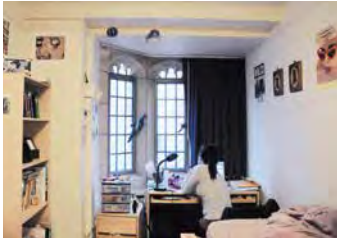
that had meant so much to him would diminish. In 1927 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1889), made a "secret mission" to England to study Oxford and Cambridge universities' collegiate system. "The men came back convinced," writes Goldberger, that dividing the undergraduate body into a series of residential colleges "was the best route to preserving the network of Yale-inspired connections" that had been so important to them throughout their lives. In the fall of 1933 the first seven of the twelve colleges opened.



Home Suite Home

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

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

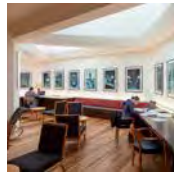


Yale in Miniature.
(A tour of Morse College)

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



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



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

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

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



With adjustable tiered seating, a full-featured sound system, a sprung floor, and theatrical lighting, the **Crescent Underground Theater** showcases student-directed and student-performed shows.

The **Music Suite** has three individual practice rooms and one group rehearsal room, each with an upright or baby grand.

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

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



FLOOR 2 Dean's Office
If a student is having difficulty with a particular course, the college dean can often help by talking with the student's instructor or with the relevant department's director of undergraduate studies, or by referring the student to one of the programs that offer tutoring assistance. Getting to know each student as an individual helps the dean to address concerns as personally and effectively as possible.

FLOOR 1 Dean's Apartment
Dean Joel Silverman lives in Morse with his wife, Alba Estenoz, who is a professional pastry chef; their son, Noah; and their dog, Oreo.



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

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



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

FLOORS 1 & 2 Library
Open 24 hours a day, the library has big tables, comfortable couches, and individual kiosks for studying, as well as a large collection of books and magazines, from *The Economist* to *People*.



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

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



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

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



Mastering Life.

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

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



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

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



A Dean of One's Own.

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

"I advise students on anything and everything related to academics, including selecting courses, choosing a major, and exploring the many amazing opportunities here at Yale, such as study abroad

programs and fellowships," says Dean Silverman. "But I'm also a personal adviser to students. When students are feeling homesick, when there are conflicts with roommates, when a student who has earned A's her entire life suddenly bombs a test—I counsel these students, too."

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

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 trade-offs between summer internships vs. summer classes vs. staying at home.

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.













Amira Valliani, **Jeff Sun**, and **Chris Palencia** are talking about new opportunities for U.S. travel to Cuba. Amira mentions a Yale professor doing research in Cuba over the summer and looking for students to help. Jeff adds that the Chaplain's Office led a community service trip to Cuba. That's when they start talking about the Chaplain's Office, which they say is an amazing and unbelievably under-utilized study space. Turns out it also has food, they say with more than a little excitement. "They have an ice cream freezer and a rowboat filled to the brim with Swedish Fish and Sour Patch Kids!" says Amira.

They may run out of your favorite veggie-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 |
|-------------------------------|---|--|--|---|---------------|
| Berkeley |  | 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 |
| Branford |  | 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 |
| Calhoun |  | Collegiate Gothic; opened in 1933 | The Cabaret in the basement, with hugely popular student shows | Trolley Night: Clang, clang, clang goes the party; 'Hounfest | 'Hounies |
| Davenport a.k.a. D'Port |  | 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 DPods; late nights at the Dive grill | Davensports! | D-porters |
| Timothy Dwight a.k.a. TD |  | Georgian; opened in 1935 | Bluegrass music, art studio, beat poetry: the laid-back alternative | TD's motto and cheer is "Àshe!" which means "We make it happen" in Yorùbá | TD-ers |
| Jonathan Edwards a.k.a. JE |  | Collegiate Gothic; opened in 1933 | Our amazing letterpress; Tyng Cup winners three years in a row | Great Awakening Fall Festival; the formal Spider Ball; JE SUX! | Spiders |
| Morse |  | Modern; designed by Eero Saarinen; built in 1961 with a 14-story tower and no right angles | Our sculpture, <i>Lipstick (Ascending) on Caterpillar Tracks</i> , by Claes Oldenburg | All-day Apple Bakefest in the Master's House kitchen; Great Morse Easter Egg Hunt | Morsels |
| Pierson |  | 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 |
| Saybrook |  | Collegiate Gothic; completed in 1933 | We're in a chase scene in the latest <i>Indiana Jones</i> movie; our own Chamber Orchestra (known as SYChO) | Party in the "12 Pack" and always respond "Saybrook!" when asked, "Say what?" | Saybrugians |
| Silliman |  | Varied: Collegiate Gothic; modified French Renaissance, Georgian; completed in 1940 | Biggest college; biggest courtyard; winner of cooking and spirit prizes at Final Cut (Yale's "Iron Chef") | Sunday music brunch, a feast of sound and taste; the Ball on College and Wall, a spring classic | Sillimanders |
| Ezra Stiles |  | Modern masterpiece, designed by Eero Saarinen; opened in 1962 | Our memorial moose mascot in the Dining Hall; annual Student Film Festival | Medieval (K)night Festival; Baby Animal Petting Zoo in the courtyard | Stilesians |
| Trumbull |  | 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 Golf Football Volleyball Tennis Soccer Cross Country Table Tennis | Coed Men, Coed Coed Coed Men, Women Men, Women Coed |
| Winter Squash Hoops Volleyball Ice Hockey Inner-Tube Water Polo Bowling Swimming | Men, Women Men, Women Men, Women Coed Coed Coed Coed Coed Coed |
| Spring Dodgeball Badminton Soccer Ultimate Softball Billiards Golf Volleyball | 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*; Biz Stone, co-founder of Twitter; Amy Brooks-Kayal, pediatric neurologist.

Branford Jennifer Staple-Clark, founder and CEO of Unite For Sight; Robert Pinsky, former U.S. poet laureate; Chris Bridges, a.k.a. Ludacris, rapper and actor; Paul Farmer, co-founder, Partners in Health.

Silliman Denzel Washington, Academy Award-winning actor, producer, and director; Brandon Scott Sessoms, gay blogger, celebrity commentator, and

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

Ezra Stiles Junot Díaz, Pulitzer Prize-winning author and MacArthur Fellow; Angélique Kidjo, singer-songwriter and activist; Cesar Pelli, architect; Ed Norton, actor and director; Joann Lo, co-director of the Food Chain Workers Alliance.

Davenport Ruth Bader Ginsburg, Associate Justice of the U.S. Supreme Court; Carole King, singer-songwriter; Mike Gordon, guitarist, Phish; Margaret Hamburg, FDA commissioner; Garry Trudeau, cartoonist, *Doonesbury*; Mukesh Kapila, humanitarian and author of *Against a Tide of Evil*.

Calhoun David Pogue, former NYT technology columnist; Sue Morelli, CEO, Au Bon Pain; John Hodgman, humorist; Gilberto Gil, musical revolutionary and Brazil's former minister of culture.

Morse Unni Karunakara, international president of Médecins Sans Frontières; Mark Penn, author of *Microtrends* and adviser to the Clintons, Tony Blair, and Bill Gates; Bobby Lopez, composer and lyricist of *Avenue Q*; Malcolm Gladwell, author of *The Tipping Point* and *Blink*.

Jonathan Edwards Katie Couric, journalist; Jon Pareles, music critic; Michael Pollan, author of *The Omnivore's Dilemma*; Gary Beach, Tony Award-winning actor.

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 one senior put it, that kind of connectedness—which morphs into new friendships and affects other interactions down the line—“is what Yale feeds on.” Recognizing one’s unique impact on people here and their impact on you is central to the Yale experience. These bonds very often begin in the residential colleges (you’ll soon learn that all roads lead to the residential colleges). The twelve friends on these pages all belong to Morse College. Here they talk about chance meetings, their impact on one another, and friendship at Yale.



“Going to a restaurant in New Haven has become a favorite tradition. On birthdays it’s Prime 16, a juicy burger place, or Pepe’s, a New Haven pizza classic. Whenever it’s Thai food, I’m given full ordering power for the family-style meal. Once I booked out the Morse kitchen to have a Thai cooking session with friends. Aaron, Ethan, Mark, Caroline, and Hannah helped with the chopping. On the menu were stir-fry vegetables with oyster sauce, Thai-style omelet with fresh shrimp, green curry with eggplant, and rice I had brought from Thailand. It’s a challenge when you’re trying to

time a bunch of different stir-fry dishes and coordinate preparation with five other people! In the end the dinner was a delicious success. Sometimes late at night I go into the kitchen to cook my own food as a way to de-stress. I’ll call Richard to come and help me finish what I’ve made as a fun study break. He’s a fan of my Thai milk tea.” *Hanoi*

Hanoi, Mark (above left), **Ethan** (above right), and **Aaron** were assigned to be suitemates in their freshman year. They realized they all played instruments and started a band called Suite Spot.

Lamthran “Hanoi” Hantrakul

(above center)

Hometown
Bangkok, Thailand

Major
Applied Physics, Music

Activities
Yale Jazz Ensemble, WYBC Radio, Asian American Cultural Center, Salsa dancing, CEID Workshop designer



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

Hannah Untereiner
(above right)

Hometown
Takoma Park, MD

Major American Studies

Activities
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folksinging group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

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

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



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

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



“The most important factor in my closest friendships is how much we prioritize each other, even in the face of homework or extracurriculars or other life.”

Caroline

Aaron and **Carlee** (below) met through a mutual friend the summer before their freshman year, so Carlee remembers Aaron as her first Yale friend. They get dinner together with a group of friends every Sunday.



Aaron Effron
(above)

Hometown
Brookline, MA

Major
Physics

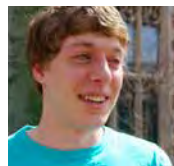
Activities
Society of Orpheus and Bacchus (a cappella), intramural soccer co-captain

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



Carlee and **Deena** have been suite-mates since sophomore year.

Danny, Aaron, and **Ethan** know **Deena** through Yale Hillel, where she was co-president in her junior year. They regularly attend Friday night Shabbat dinners together.



Kevin (above) and **Danny** compete together in Final Cut, a university-wide “Iron Chef”-style culinary competition.



Caroline Andersson
(above, second from right)

Hometown
Hudson, OH

Major Mathematics & Philosophy

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

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

Caroline asked **Jessica** (above, second from left) to go running with her in their first week of freshman year, and they’ve been running together regularly ever since—even though Caroline says “Jessica is much more athletic than I am!”

Kevin and **Jessica** met in a music history class and also took Roman Architecture and Opera Libretto: “subjects that were off our radar but turned out to be fascinating.”

Met at Yale

Bob Woodward and John Kerry

George W. Bush and Garry Trudeau

Hillary Rodham Clinton and Bill Clinton

Allison Williams and Kurt Schneider

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

Paul Sciarra and Ben Silbermann

Breaking News.

(A few of the year’s top undergraduate stories)

Solar Decathlon

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

All That Jazz

The Yale jazz group Newspeak—made up of juniors Alexander Dubovoy (piano), Hans Bilger (bass), and Harvey Xia (sax); sophomore Eli Brown (trumpet); and recent alumna Emma Akrawi (voice)—released its first album, “Machinery by Night.” Published direct from performance to disk, the album was recorded by eleven-time Grammy winner and recording engineer Jack Renner. Junior Annelisa Leinbach designed the cover art.

Undergraduate Entrepreneurs

Yale undergraduates head five of the eleven business ventures that have earned summer fellowships

from the Yale Entrepreneurial Institute in 2015. The program is geared toward scalable ideas with high-growth potential. This year’s projects include development of a vegan, gluten-free snack; an aerial system to monitor crop health and optimize fertilizer inputs; an app to help brick-and-mortar businesses draw traffic; a secure and accessible health record bank; and an app that sends children’s stories and activities by text message.

Across the Pond

Six seniors were among the eleven Yale students named Rhodes or Marshall Scholars, two of the most coveted academic awards for postgraduate study. On Rhodes scholarships at the University of Oxford, African American Studies and Political Science major Jordan Konell will seek an M.Phil. in comparative social policy; History and Global Affairs major Jane Darby Menton will pursue an M.Phil. in modern theater studies; and Molecular, Cellular, and Developmental Biology major Matthew Townsend will pursue an M.Sc. in medical anthropology. On Marshall scholarships, Classics major Sarah Norvell will continue to study classics at Oxford; English and Theater Studies major Miranda Rizzolo will study classical acting for the professional theater at the London Academy of Music and Dramatic Art; and Economics and Math major Rahul Singh will pursue an M.Sc. in econometrics and mathematical economics at the London School of Economics,

then an M.Sc. in computational statistics and machine learning at University College London.

Health Innovators

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

Theatrical Kudos

Dust Can’t Kill Me, an original folk musical written by seniors Abigail Carney and Elliah Heifetz, was one of three Yale undergraduate theatrical productions to win a spot in the eighteenth annual New York International Fringe Festival. The largest multi-arts festival in

the country, Fringe NYC featured more than 200 shows and 1,200 performers from around the world. Elliah took home the award for Best Music and Lyrics Composition.

Tech Bootcamp

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

Lab Candy

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

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

On the Ice

In front of a sold-out crowd at Ingalls Rink, the Yale Men’s Ice Hockey team defeated Cornell, 4–0, to win the Ivy League Championship, with goals scored by sophomores Christopher Izmirlian and Michael Doherty, junior Carson Cooper, and senior Trent Ruffolo. Sophomore Alex Lyon and junior Rob O’Gara were named the top goalie and top defenseman, respectively, of the ECAC, and both earned first-team All-ECAC honors.

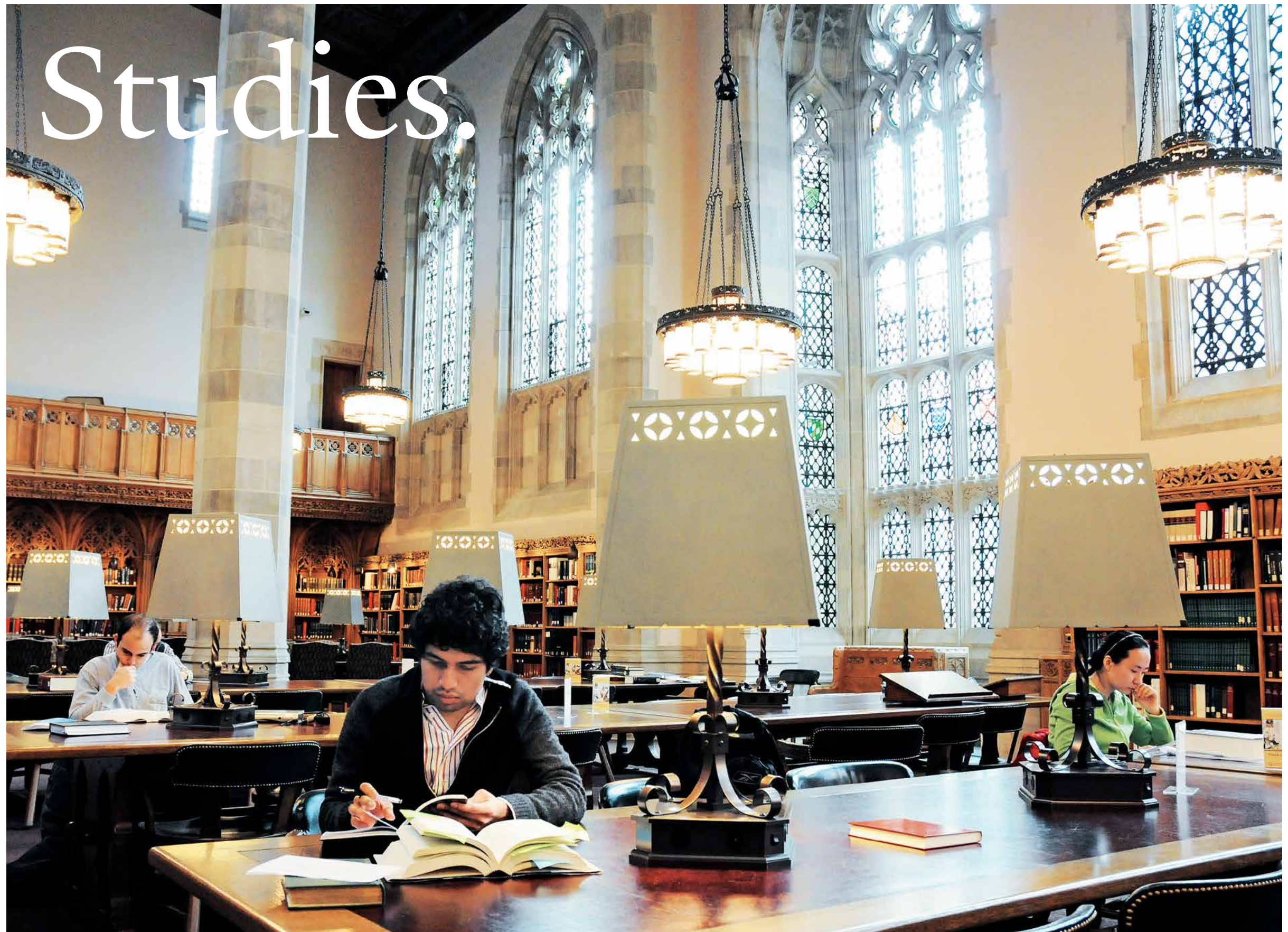
Novel Sounds

In the new Yale College course Musical Acoustics and Instrument Design, students learned the physics of oscillatory systems and the use of engineering and software tools in advance of inventing and building their own musical instruments. The results were as varied as the interests of the participants. Among them: sophomore Julien Soros’s “Siren Song” translates light pulses into musical notes; junior Catherine Jameson’s “Lothlóritar” is a stringed instrument that can only be played by two people working together; and sophomore Jordan Plotner’s “Helmholtz’s Harmonious Homebrew” mimics the sound of blowing air across the mouths of tuned glass bottles.

The latest stats on who goes to Yale

| | |
|---|--|
| 1,352 <small>in a typical entering class</small> | 29% <small>major in the Arts and Humanities</small> |
| 50 <small>states</small> | 41% <small>major in the Social Sciences</small> |
| 80+ <small>countries</small> | 30% <small>major in the Biological and Physical Sciences or Engineering</small> |
| 51% <small>men</small> | 96% <small>graduate within five years</small> |
| 49% <small>women</small> | 87% <small>live on campus</small> |
| 43% <small>minority students</small> | 60% <small>have jobs on campus</small> |
| 10% <small>international students</small> | 13% <small>earn double majors</small> |
| 45% <small>from private or parochial schools</small> | 42% <small>participate in community service</small> |
| 50% <small>receive need-based financial aid</small> | 80%+ <small>participate in intercollegiate, club, or intramural athletics</small> |
| 97% <small>of incoming freshmen ranked in the top tenth of high school graduating class</small> | 90%+ <small>of science and engineering majors undertake research with a faculty mentor</small> |
| 99% <small>of freshmen return sophomore year</small> | 60%+ <small>of graduates ultimately earn M.D.s, J.D.s, M.B.A.s, or Ph.D.s</small> |

Studies.





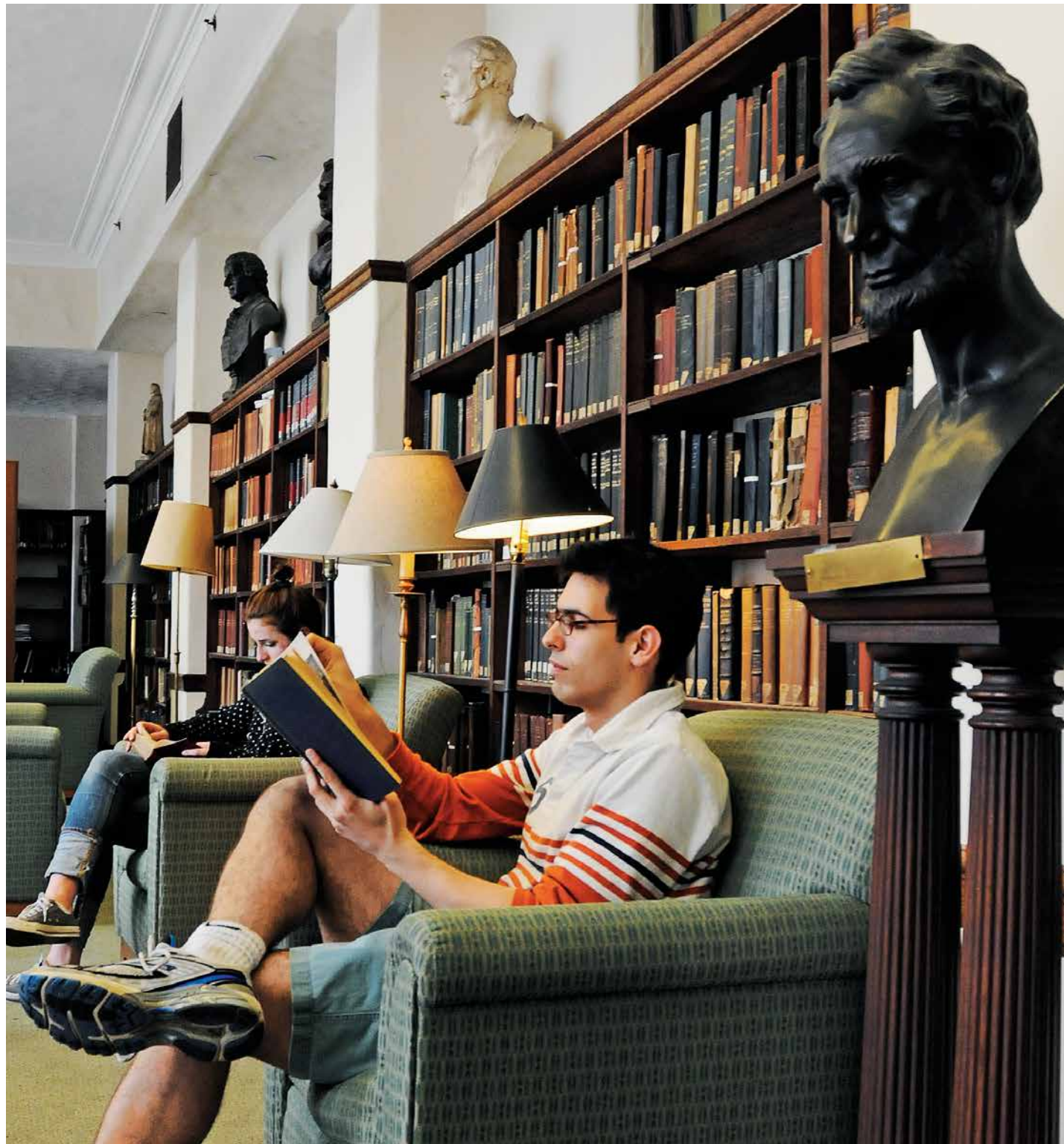
Whether they major in the social sciences, humanities, or arts, in science, mathematics, or engineering, Yale students graduate with a thirst for learning, a greater appreciation for creativity, and a respect for education that they bring to positions of leadership and civic life.

Peter Salovey, President of Yale University

A Liberal Education.

(Freedom to think)

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



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

| | | |
|--|---|---|
| 6:1 Student-to-faculty ratio. | 3+3= breadth There is no specific class you have to take at Yale, but students are required to learn broadly and deeply. 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). | 1:1 Classes range from one-on-one tutorials to a small seminar to a lecture course of several hundred students. |
| 80+ Majors. | 53 Number of foreign languages offered. | 76% Of Yale College courses enroll fewer than 20 students. |
| 2,000+ Courses offered each year in 80 academic programs and departments. | | 31% Enroll fewer than 10. |
| | | 40 Approximate number of the 2,000 courses that enroll more than 100 students. |
| 96% Of tenured professors of the Faculty of Arts and Sciences regularly teach undergraduate courses. | 1,405 International study, research, and internship experiences undertaken by Yale College students in 2013–2014. | |
| | \$6,663,124 Funding for international experiences in the 2013–2014 academic year. | |
| 93% Of undergraduate courses are taught by professors or lecturers. Courses with a graduate student serving as the primary classroom instructor—chiefly in foreign language instruction and freshman English—account for only 7% of courses offered each year. | 66% Of seniors in the most recent graduating class participated in international study, research, and/or internships while at Yale. | 88% Medical school admission rate for Yale College graduates (national average, 43%). |

| | |
|--|--|
| 15,000,000+ Holdings in Yale's library, making it the third-largest university library system in the United States. | |
| 800+ Science, math, and engineering labs at Yale College and the graduate and professional schools. | 1:1 Yale's School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year. |
| 200+ Summer fellowships for undergraduate science and engineering students each year. | 3:1 Student-to-faculty ratio in other STEM disciplines. |
| 40%+ Percentage of Yale College students graduating with a STEM major who are women. | 150 Faculty members in the past five years have published research with undergraduates. |
| | 70 Undergraduates in each of the past five years have coauthored published research. |
| 36/8 The degree requirements for graduation are 36 term courses in eight terms, about a third in the major. Students typically take four or five courses per term. | 99% Freshmen who return sophomore year. |

| | |
|--|--|
| Majors in Yale College African American Studies African Studies American Studies Anthropology Applied Mathematics Applied Physics Archaeological Studies Architecture Art Astronomy Astrophysics Chemistry Classical Civilization Classics (Greek, Latin, or Greek & Latin) Cognitive Science Computer Science Computer Science & Mathematics Computer Science & Psychology Computing & the Arts East Asian Languages & Literatures (Chinese or Japanese) East Asian Studies Ecology & Evolutionary Biology Economics Economics & Mathematics Electrical Engineering & Computer Science Engineering: Biomedical, Chemical, Electrical, Environmental, or Mechanical Engineering Sciences: Chemical, Electrical, Environmental, or Mechanical English Environmental Studies Ethics, Politics, & Economics Ethnicity, Race, & Migration Film & Media Studies French Geology & Geophysics Geology & Natural Resources | German German Studies Global Affairs Greek, Ancient & Modern History History of Art History of Science, Medicine, & Public Health Humanities Italian Judaic Studies Latin American Studies Linguistics Literature Mathematics Mathematics & Philosophy Mathematics & Physics Modern Middle East Studies Molecular Biophysics & Biochemistry Molecular, Cellular, & Developmental Biology Music Near Eastern Languages & Civilizations Philosophy Physics Physics & Geosciences Physics & Philosophy Political Science Portuguese Psychology Religious Studies Russian Russian & East European Studies Sociology South Asian Studies* Spanish Special Divisional Major Statistics Theater Studies Women's, Gender, & Sexuality Studies |
| | <i>*May be taken only as a second major.</i> |

College Meets University.

(One of the world's greatest research universities at your fingertips)

Physically and philosophically, Yale College for undergraduates is at the heart of Yale University. An extraordinary commitment to undergraduate teaching sets Yale apart from other great research universities in the world. More than 80 departments and programs offer approximately 2,000 undergraduate courses each year—many of them taught by Yale's most distinguished historians, literary critics, scientists and engineers, mathematicians, artists and composers, poets, and social scientists. Faculty call it a stunningly vibrant intellectual atmosphere that can't happen at undergraduate-only institutions or at research universities that do not focus on teaching.

1 School of Engineering & Applied Science Join fellow creators from across Yale in the Center for Engineering Innovation & Design to collaborate, create, and share functional solutions to meaningful problems.

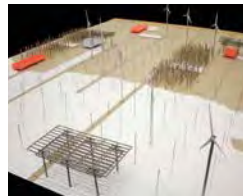


2 School of Drama Get a student season pass to the Yale Repertory Theatre and see six plays a year at one of America's leading professional theaters. Read original manuscripts from Eugene O'Neill's *Long Day's Journey into Night*. Study light plots from the original production of Gershwin's *Porgy and 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 Café. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join undergraduates and graduate students in the Physics department to eat pizza, and hear and present weekly talks on current research. Make heads turn as you graduate wearing your yellow hood indicating that you've earned both a bachelor's and a master's degree in Molecular Biophysics and Biochemistry.



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



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



7 School of Architecture Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–65). 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 Music Explore the resources of the Gilmore Music Library, with one of the largest collections of music scores, sound recordings, and music research materials in the United States. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers.

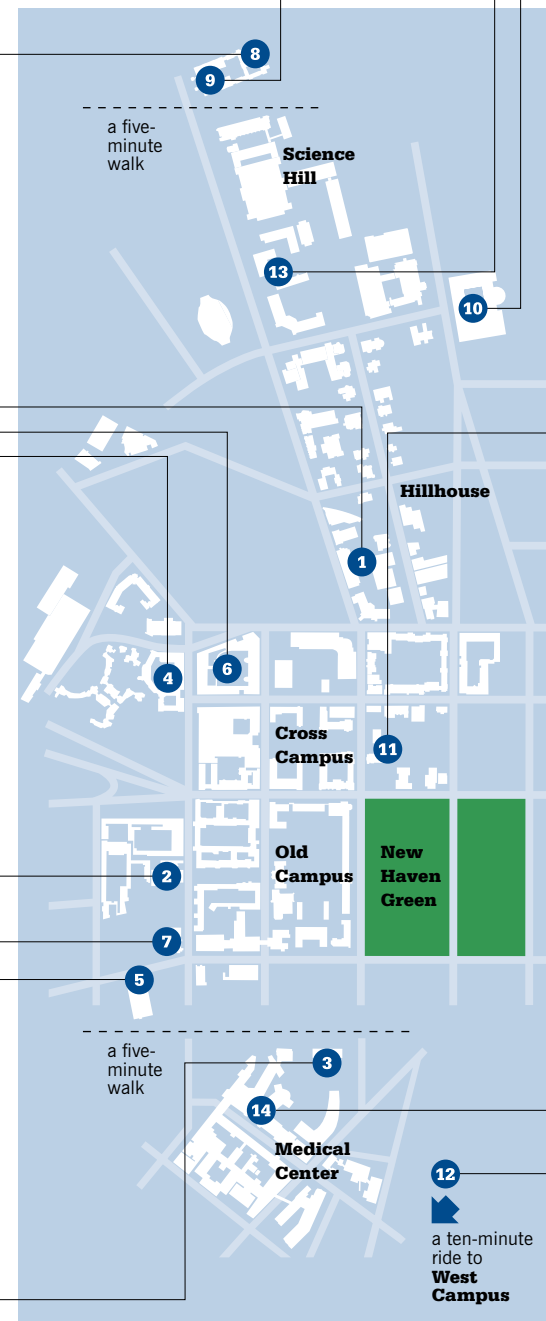
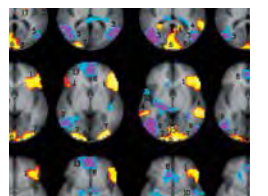


12 School of Nursing Nursing's new home on West Campus is just a 10-minute ride on the Yale Shuttle. Sign up for Professor Ruth McCorkle's popular course *Living with Dying*. After some preparatory social science course work, gain experience as a paid research assistant interviewing patients for the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

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



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



Blue Booking.

(When shopping and parties are academic)

Yale is one of the only universities in the country that lets you test-drive your classes before you register. During “shopping period,” the first ten days of each semester, students can visit dozens of classes that interest them to decide which they will actually take. Preparing to shop is a much anticipated ritual in and of itself, called “Blue Booking” (from the days of hard copies only, when the blue-covered catalog



listing approximately 2,000 courses was dog-eared, highlighted, and Post-It flagged by the start of shopping period). Today, Elis have been known to message each other around the world with word that the new Blue Book is online. Blue Booking takes place around multiple screens, and the making of wish lists of courses is done individually, in small groups of friends, and en masse at parties.



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

Sunday

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

Monday

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

10:30 am
I head to **Hebrew**, which I hope will come in handy this summer – I’m applying for a fellowship to do environmental science research at the Weizmann Institute of Science in Rehovot, Israel.

11:35 am
I jet back up to Science Hill (thankful for my bike!) to check out **Regional Perspectives on Global Geoscience** – a spring-semester course that extends to summer fieldwork in Ireland.



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

1:00 pm
I stop into **The Psychology, Biology, and Politics of Food**. I wrote a paper on sustainable food systems last semester after spending part of the summer working on a farm, and this class may be a neat way to expand on this work.

1:30 pm
I sneak out of the professor’s amazing lecture because I’ve agreed to meet my roommates in **The American Novel since 1945**. Our residential college master, Amy Hungerford, teaches the course, and we’re excited to experience it together as proud “Morsels.”

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

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



Tuesday

9:00 am
Another early morning, but I really want to take **Observing Earth from Space** to learn more about satellite imagery.

10:30 am
Back to **Hebrew**!

11:35 am
I race to **Sexuality and Religion** with Kathryn Lofton. Luckily, I get there on time: Professor Lofton always plays music before class, and the song selections’ theme correlates to the day’s material.

1:00 pm
The afternoon brings more music. I submit an application for **Sondheim & American Musical Theater**, even though I’m unlikely to find room for this course in my schedule. Last year Sondheim himself made a guest appearance, so I figure it’s an opportunity worth exploring.

2:30 pm
I shop **Natural Resources and Their Sustainability**, aiming to narrow down the classes I’ll take in my major this semester.

Evening
I audition for a class called **The Performance of Vocal Music** and get in! Not only do I get to study late-nineteenth-century French and German art songs with the supremely talented Richard Lalli, but I’ll also get weekly private coachings (for free) with an accompanist.



Wednesday

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

Evening
Time to hit the books. I’ve purchased some materials for the courses I’m sure to take, and I’ll borrow the rest from friends while I finalize my schedule.

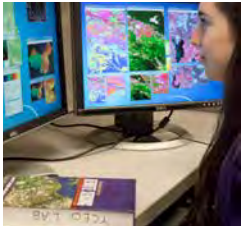
8:00 pm
Some friends and I score \$10 student tickets to see world-renowned Romanian pianist Radu Lupu in Yale’s stunning Sprague Hall. Next Thursday he’s playing at Carnegie Hall (no big deal).



Friday

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

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



Shopping Lists.

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

| | A | B | C | D | E | F |
|------|-------------|--|---|---|---|--|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
| 1 | | | | | | |
| 2 | 9:25-11:15 | SPAN 145, Intensive Intermediate Spanish | SPAN 145, Intensive Intermediate Spanish | SPAN 145, Intensive Intermediate Spanish | SPAN 145, Intensive Intermediate Spanish | SPAN 145, Intensive Intermediate Spanish |
| 3 | 10:30-11:20 | | PLSC 257, Bioethics and Law | PLSC 257, Bioethics and Law | | |
| 4 | 11:35-12:50 | PHYS 181, University Physics | ASTR 040, Expanding Ideas of Time & Space | PHYS 181, University Physics | ASTR 040, Expanding Ideas of Time & Space | |
| 5 | 11:35-12:25 | | HSAR 115, Introduction to the History of Art: Prehistory to the Renaissance | HSAR 115, Introduction to the History of Art: Prehistory to the Renaissance | | |
| 6 | 1:00-2:15 | | BENG 405, Biotechnology & the Developing World | BENG 405, Biotechnology & the Developing World | | |
| 7 | | | ENAS 151, Multivariable Calculus for Engineers | ENAS 151, Multivariable Calculus for Engineers | | |
| 8 | | | MCDB 040, The Science & Politics of Cancer | MCDB 040, The Science & Politics of Cancer | | |
| 9 | 2:30-3:45 | APHY 050, Science of Modern Technology | LAST 245, Latin American Film | APHY 050, Science of Modern Technology | LAST 245, Latin American Film | |
| 10 | | HIST 052, Latin America from the Nineteenth Century to the Present | | HIST 052, Latin America from the Nineteenth Century to the Present | | |
| 11 | | MENG 101, Energy, Engines, & Environment | | MENG 101, Energy, Engines, & Environment | | |
| 12 | 3:30-5:30 | | | CSYC 321, Internet Law & Technology | | |

Handwritten shopping list for Tuesday, March 11, 2014. The list includes:

- Essential Heresies (T, Th 2:30-3:45) ✓
- European Intellectual History since Nietzsche (M, W 11:35-12:25) ✓
- International Human Rights
- The UN & the Maintenance of Int. Security (Th 1:30-3:20) ✓
- Constitutional Law (T, Th 1-2:15) ✓
- European Political Thought from Weber to Derrida (T, Th 2:30-3:20) ✓
- Stem Cells Science & Politics (T, Th 9:00-10:15) ✓
- ENGL 129 The European Literary Traditions (?)
- First-order Logic (T, Th 2:30-3:20) ✓
- CHNS 115 (M-F 10:30-11:20, 9:25-10:15, 11:35-12:25)
- Intro to Philosophy (T, Th 10:30-11:20) ✓
- Intro to Psych (M, W 1:00-2:15) ✓
- International Ideas & Institutions: Contemporary Challenges (M, W 11:35-12:25) ✓
- Intro to Political Philosophy (T, Th 11:35-12:25) (Remember: Moforo next sem) ✓

Other notes and class numbers include:

- PHIL 110a
- BENG 090a
- HIST 008a
- HIST 271a
- PLSC 112a
- PLSC 252 (MW 10:30-11:20)
- PLSC 182a
- PLSC 181a (W 3:30-5:20) UN
- HIST 002 (MW 1-2:15)
- FILM 411 (T 3:30-5:20, M 7)
- PLSC 205 (T, Th 10:30-11:20)
- Crime & Punishment
- The Am. Presidency
- Euro Int. History since Nietzsche
- Chinese (Wang)
- ENGL 129
- Intro to Psych
- Stem Cells & Politics (sem)
- Intro to Political Philosophy
- Con Law
- First-order Logic
- Hickcock
- Crime & Punishment
- Religion in History (sem)
- The UN

Handwritten shopping schedule for Wednesday, 9/5. The schedule includes:

- 9:25-10:15 Vietnam War LUE 101
- 10:30-11:20 Eastern Europe since 1914 WLH 119
- 11:35-12:25 American Cultural Landscapes WLH 119
- 11:35-12:25 Philosophy of Religion WLH 119
- 1-2:15 World Performance BAC Auditorium
- 1-2:15 Intro to Rugh SLB Auditorium
- 1-2:15 Introductory Economics 555/114
- 1:30-2:20 America in the Middle East 1978-2006 WLH 204
- 1:30-2:20 History of Christianity 800-1500 Posenfield
- 1:30-3:20 Ethics and the Media 9 Prospect 121
- 2:30-4:20 Bible as Literature HSS 217B

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

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

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

STARS (Science, Technology, and Research Scholars) provides undergraduates an opportunity to combine course-based study, research, mentorship, networking, and career planning in the fields of science and technology. The program is designed to support women, minority, economically underprivileged, and other historically underrepresented students in the sciences, engineering, and mathematics. More than 100 students each year participate in the academic year and summer STARS programs.

International Study Understanding the dynamics of a globalizing world begins in the classroom, with studies ranging from international development to statecraft and power, from ethnicity and culture to public health. But Yale recognizes that experience abroad is essential to preparing students for global citizenship and leadership. Such experience may include course work in foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. (See pages 62-67)

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

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

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

(Why Yalies like to learn together)

Brigid Blakeslee with her senior design project teammates (**Joshua Ruck** and **Adam Goone**) in the new Center for Engineering Innovation and Design. “We developed a robotic arm for retrieving objects

dropped off a boat or dock. Our project benefited from our combined experiences—mine as an electrical engineer and my teammates’ as mechanical engineers.”

“Working in a group, I learned a lot about the importance of communicating clearly to bridge differences between disciplines and make the most of our potential. Sharing skills and knowledge, not just through this project or a class, but also in casual conversation in the dining hall, says a lot about the multifaceted community here. You can be chatting with the same people about papers one moment and problem sets the next. I don’t know a single one-dimensional student—everyone has interests and passions outside of their major and values sharing in friends’ interests and passions.” *Brigid*

Eavesdropping on Professors.

(Great minds talk about teaching)

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

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

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

Each semester I enjoy in-class discussions about immigration, California politics, youth cultures, and Latino civil rights that carry over to my office hours or long lunch sessions with students in a residential college dining hall.”

Michael Della Rocca “I find that myself. When I’m teaching, I’m not just teaching philosophy. I’m *doing* philosophy with the students. I really advance my own research and we come to philosophical insights and conclusions together in the course. One of



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

Karuna Mantena
Associate Professor of
Political Science

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

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

our biggest strengths in recruiting professors here is the undergraduates. People love teaching them. It’s the drawing card we stress whenever the Philosophy department is trying to recruit a faculty member from another good institution.”

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

Christine Hayes “When I think about what I’m going to teach I often think, ‘What do I want to study with a whole bunch of smart people?’”



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

Professor Pitti teaches courses in Latino studies, U.S. history, and related subjects. He is the author of *The Devil in Silicon Valley: Race, Mexican Americans, and Northern California* (2003) and *American Latinos and the Making of the United States* (2013), and he is currently writing *The World of César Chávez* (forthcoming, Yale University Press). He serves on the American Latino Scholars panel for the U.S. Secretary of the Interior and has provided expert testimony on comprehensive immigration reform for the U.S. Congress.

Recent Courses
Comparative Ethnic Studies; Radical California; Mexicans and Mexican Americans since 1848; Latina/o Histories



W. Mark Saltzman
Goizueta Foundation
Professor of Biomedical
Engineering and Chemical &
Environmental Engineering;
Professor of Cellular and
Molecular Physiology

Professor Saltzman is the founding chair of Yale's Biomedical Engineering department. His research interests include drug delivery to the brain, materials for vaccine delivery, and tissue engineering; he has published three books and more than 200 research papers, and he has ten patents in his fields. He has also received two Teaching Materials Awards from the Whitaker Foundation for his work on textbooks in tissue engineering and biomedical engineering principles for freshmen.

Recent Courses
Physiological Systems;
Frontiers of Biomedical
Engineering; Engineering
of Drug Delivery

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 Freshman Summer Research Fellowships that allow students to begin research early at Yale. 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.'

Karuna Mantena "What makes students here appealing to teach is their genuine enthusiasm. I've also noticed how rarely I receive late papers, which I take to be a sign of responsibility and maturity. These qualities allow one to focus on the substance of teaching—how to think through important ideas, events, problems, etc.—rather than on how to motivate interest in a topic."

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

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



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

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

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



John Merriman
Charles Seymour Professor
of History

Professor Merriman teaches and writes about modern France, modern European history, and urbanization. He has recently published *Police Stories: Building the French State, 1815–1851* (2005) and *The Dynamite Club: How a Bombing in Fin-de-Siècle Paris Ignited the Age of Modern Terror* (2009), as well as the third edition of *A History of Modern Europe* (2009).

Recent Courses
European Civilization, 1648–
1945; France, 1789–1871; 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; *Disowned by Memory: Wordsworth's Poetry of the 1790s*; *A Choice of Inheritance: Self and Community from Edmund Burke to Robert Frost*; *Politics by Other Means: Higher Education and Group Thinking*, which examines the ideological debate over liberal arts education; and *Skeptical Music: Essays on Modern Poetry*. He is also a frequent contributor to academic journals, and his reviews and articles have appeared in *The New York Times*, *The New Republic*, and *The New York Review of Books*. He is currently working on an intellectual biography of Edmund Burke.

Recent Courses

Major English Poets (English 125); Style, Purpose, and Persuasion in Literature; English Literature and the French Revolution; Lincoln in Thought and Action; The Age of Johnson; Wallace Stevens; Empire and Modern Political Thought (with Karuna Mantena)

and interest to a broad community. When I described their work to School of Medicine faculty, the faculty lined up to participate in the project with these undergraduates.”

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

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

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

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

Mark Saltzman “There’s something different about rigorous training in engineering embedded in a liberal arts tradition. One of the features of a liberal



arts education is that you’re required to take courses in all sorts of different things. For instance, we think it’s important that our students study a foreign language as well as the social sciences. Taking different kinds of classes creates a different sort of curiosity. Our students bring that curiosity to the kinds of questions they’re asking and trying to answer in science classes and engineering research labs. It’s certainly a different

experience than at other places I’ve been where, if you’re an engineering or science major, you’re studying the same kinds of things in the same kind of way that other students around you are studying. You’re also living with other science and engineering majors. Here, students are living among future historians, future economists, English majors, and political science majors, all bringing their own brands of thought to questions and ideas.”

Christine Hayes “One of the things that has been so wonderful for me as a teacher at Yale is the ability to teach introductory courses but also seminars where graduate students and undergraduates mix. Surprisingly enough, the presence of a strong graduate program has an extraordinary impact on the

quality of the undergraduate program. You might think that the two stand in tension, but in fact they don’t. We not only have a very rich graduate program in my field—one in which there is a great deal of mixing among graduate and undergraduate students in classes, outside of class, in activities—but we’re also situated within a larger university that has very active professional schools. The institution I was at didn’t have professional schools. Having the School of Architecture does wonderful things for Yale undergraduates. Having a fantastic School of Music does wonderful things for Yale undergraduates. And they’re all close by. That’s something very special about Yale, and it gives the Yale undergraduate a completely different kind of experience.”

Christine Hayes

Robert F. and Patricia Ross Weis Professor of Religious Studies in Classical Judaica

Professor Hayes, a specialist in talmudic-midrashic studies, was awarded a Yale College prize for distinguished undergraduate teaching in 2005. Her book *Between the Babylonian and Palestinian Talmuds* received the Salo Baron Prize, awarded by the American Academy for Jewish Research. Her book *Gentile Impurities and Jewish Identities: Intermarriage and Conversion from the Bible to the Talmud* was a 2003 National Jewish Book Award finalist. Professor Hayes’s *Introduction to the Bible* was published in 2012 by Yale University Press as part of the Open Yale Courses publication series. She is nearing completion of a book entitled *What’s So Divine about Divine Law?*

Recent Courses

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

Michael Della Rocca

Andrew Downey Orrick Professor of Philosophy

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

Recent Courses

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

Professors Hayes and Della Rocca are married.

Marvin Chun

Richard M. Colgate Professor of Psychology; Professor of Neurobiology; Master of Berkeley College

Professor Chun is a cognitive neuroscientist whose research uses functional brain imaging to understand how to improve memory, attention, conscious perception, and decision making. He has been awarded the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology in the area of cognition and learning, and the Troland Research Award from the National Academy of Sciences, often considered the most prestigious early-career honor that can be earned by an experimental psychologist. At Yale, he received the Lex Hixon Prize for teaching excellence in the social sciences and the DeVane Award for Teaching and Scholarship, the oldest undergraduate teaching prize. The presentation of the award began with "Marvin Chun is the man!," praising Professor Chun for the clarity of his teaching and his devotion to his students.

Recent Courses

Introduction to Psychology; Mind, Brain, and Society

**Michael J. Donoghue**

Sterling Professor of Ecology and Evolutionary Biology; Curator of Botany, Peabody Museum of Natural History

Professor Donoghue is a leading authority on biodiversity and the author of more than 200 published papers and several books. He has helped to shape Yale's Department of Ecology and Evolutionary Biology, providing links among E&EB, the Peabody (continued in right column)



Scott Strobel "The opportunity to interact with and teach undergrads 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 work with grad students or postdocs and never see an undergraduate. Beyond that, Yale is 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 School of Medicine. The department I'm in has joint faculty with the medical school. And med school faculty host undergraduates doing research in their labs. To have

an environment where there is a clear human application (via the School of Medicine) to the science that you do as an undergraduate is quite unique."

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."

Christine Hayes "It's really the best of both worlds because you have this distinctive undergraduate experience embedded in this larger intellectual universe of people at all levels of academic inquiry and all stages of academic careers."

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

Michael Donoghue "The other thing that I think is so distinctive is Yale's resources in terms of the museums and collections that are here. We have actual physical objects that we're very keen to use in teaching. 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 "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 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. 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 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."

Museum, Geology and Geophysics, and Forestry & Environmental Studies. The Donoghue lab team includes undergraduate and graduate students and postdocs, and focuses primarily on plant diversity and evolution.

Recent Courses

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

**Meg Urry**

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

Professor Urry studies actively accreting supermassive black holes, also known as Active Galactic Nuclei (AGN), and the co-evolution of these black holes with normal galaxies. She came to Yale in 2001 from her tenured position on the senior scientific staff at the Space Telescope Science Institute (STScI), which runs the Hubble Space Telescope for NASA. Using deep imaging with NASA's three Great Observatories, her group has charted the history of supermassive black hole growth throughout the universe. Professor Urry has worked to increase the number of women in the physical sciences, organizing national meetings and chairing the Committee on the Status of Women in Astronomy for the American Astronomical Society.

Recent Courses

University Physics; Advanced General Physics; Gravity, Astrophysics, and Cosmology; Modern Physical Measurement (co-taught); Perspectives on Science and Engineering (co-taught)

A Hands-On Education.

(From theory to practice)

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



The Scientific Enterprise.

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

Next-Gen Knowledge.

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

Adding to what the world knows is not easy, especially when, at 19 or 20, you haven't even been in the world that long yourself. But as a former student said, "This is not a mediocre place. Everywhere you turn there's something incredible to attract your eye. In a more ordinary place, you're not going to be so startled into thought." From paintings by Picasso to pterodactyl remains to 3D printers and tools for photoelectron spectroscopy, 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, published by *American Naturalist*.

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

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

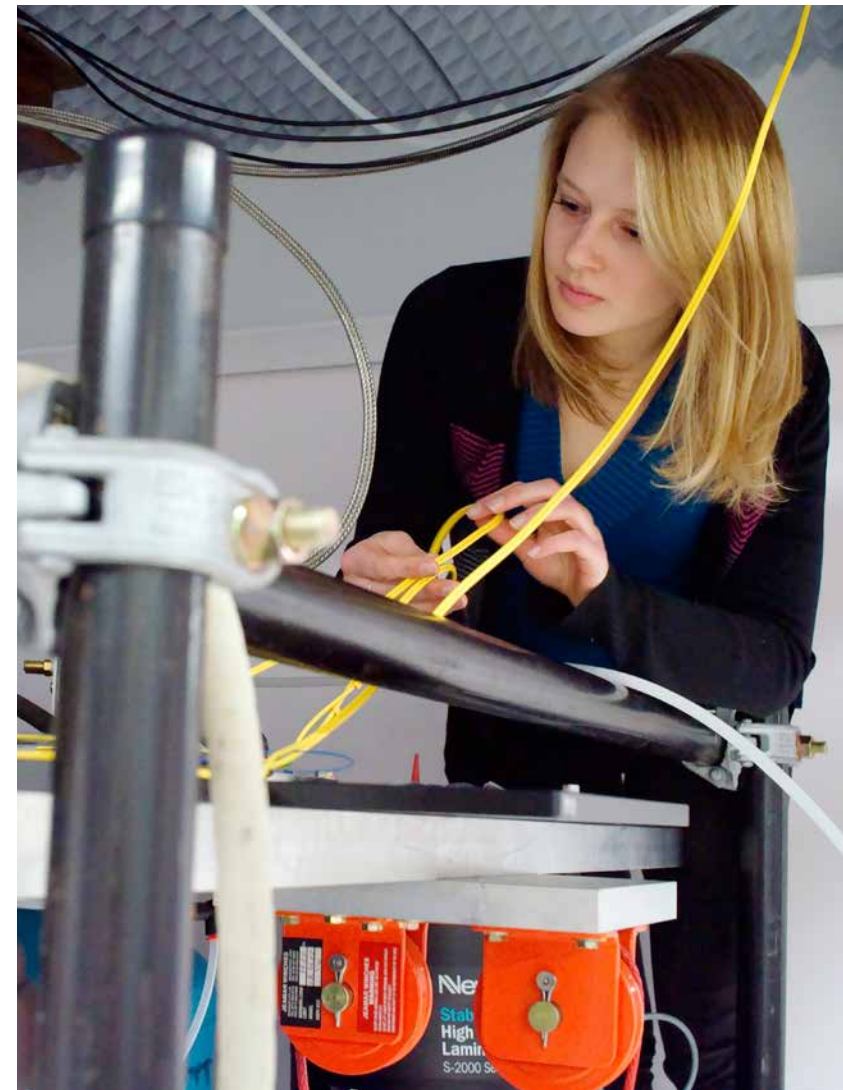
Senior **Mary "Cassie" Stoddard** is the founder of the Yale Ecology and Evolutionary Biology Undergraduate Group (YEEBUG), an official University organization that actively promotes undergraduate involvement in the New Haven community, largely through volunteer work at the Peabody Museum. Last fall,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

Gothic Folly

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

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

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



A Smashing Success

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

Lawrence spent two summers at CERN’s Large Hadron Collider in Geneva, Switzerland, studying the production and decay

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

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

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

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

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

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

Mentorship Matters

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

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

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



Encounter at the Beinecke

While taking Modernism and the Avant-Garde, Lisa Sun had a surprising experience among the Beinecke Library's rare books. She tells the story like this: "One of the poems on the syllabus for my Modernism class was Blaise Cendrars's 'La Prose du Transsibérien.' I first read the poem in a Xerox package of assigned readings, but Professor Poucel promised to show us an original publication of it in the Beinecke. I didn't think much of this opportunity, presuming that the original publication would resemble all of the old, dusty books I'd seen innumerable times before. But the day we visited the Beinecke, Professor Poucel asked me to help him unfold the deceptive 4 x 6-inch book into a long, poster-sized sheet. As it turns out, Cendrars's original publication of 'La Prose' was featured alongside

Sonia Delaunay's abstract painting, specifically painted for and inspired by Cendrars's poem. I was fascinated by the collaboration of the two art mediums—the text of the poem and the magnificently colored painting. The Cendrars piece reminded me of a piece by Marcel Duchamp, which also worked within two mediums. I had several enlightening conversations with my professor about the Cendrars and Duchamp pieces. Ultimately, I wrote my final paper on the relationship between 'La Prose du Transsibérien' and Duchamp's *Boîte Verte*, which I also saw firsthand in the Prints and Drawings Department at the YUAG (Yale University Art Gallery). I found the paper to be rewarding and successful, and it all began with an unexpected encounter with Cendrars's beautiful piece."

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 Martín García-Castro's lab is in **Kline Biology Tower** (KBT), Yale's tallest building, which sits atop Science Hill.

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

Think Yale. Think World.

(Study, research, intern around the globe)

A nontraditional approach to gaining international experience gives students here access to multiple opportunities to study, research, and intern abroad during their four years. Over and above ordinary financial aid, Yale awards more than \$6.6 million for fellowships, internships, and relief from summer earnings obligations in order to guarantee that every student who wishes will be able to work or study abroad. Beyond these hefty resources is the sheer variety of global experiences students can undertake during school years and summers: study at a major university in another country; field-based or laboratory research; interning with Yale alumni around the world; Yale summer session international courses taught by Yale faculty; or study, work, or service projects of one's own design. Students are encouraged to begin exploring the globe the summer after their freshman year. Here, eight Elis map a glimpse of the world through pivotal moments and personal definitions of "global citizen."



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 2013–2014

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



Samoa



Suriname

John Mittermeier

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

Major History

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

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

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



Samuel Byrne

Hometown Bala Cynwyd, PA

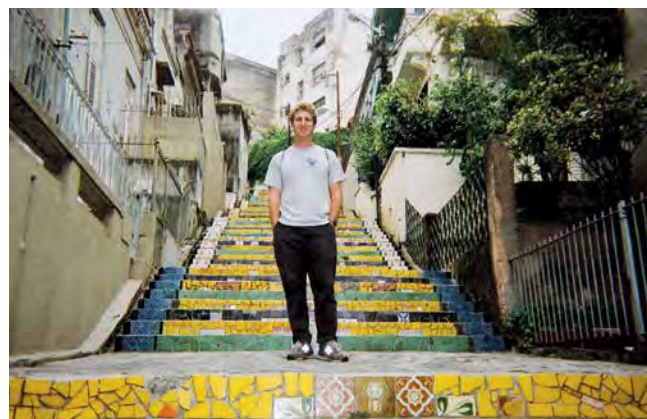
Major Economics

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.”



“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 home-stays, 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 and Professional Experience

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

Study

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

Internships

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

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.

“As an international student from China, I always wondered how my Western education would fit into the Oriental traditions and help me best contribute to my society. My experience at Intel China helped me solve the puzzle. The Chinese market has very unique sociopolitical and economic characteristics, while Intel is a well-established Western company. Working with both Chinese and American colleagues at its headquarters in China, I witnessed how Intel has successfully tailored itself to fit into the unique Chinese market, while maintaining its Western identity and corporate conduct. I was therefore convinced that Western and Oriental cultures could coexist harmoniously, and would in a way rely on each other. I believe my education at Yale not only well prepared me for such a demanding job, but also will build a solid foundation for me to tackle challenges my country and people might face in the midst of an increasingly internationalized world.”

Yuefei



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 (now Global Affairs)

Yale International Experience Conducted election oversight in Mauritania; spent a month during the summer after her sophomore year in Morocco, then in Mali doing independent research; studied in Paris the fall semester of her junior year.

Global Citizen "In my mind, a passion for learning about other countries, other languages, other cultures is what makes someone a truly 'global citizen.'"

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



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.)



Connect the Dots.

(Three seniors find their careers through Yale's network of resources)

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

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

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

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

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

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

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

Recoding Education
Aaron Feuer
Residential College
Ezra Stiles
Major Political Science



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

Within months, the Panorama team garners \$50,000 in funding through the Yale Entrepreneurial Institute. This serious sum allows them to work full-time over the summer, expanding beyond L.A. to envision a product that might help schools nationwide identify opportunities for improvement.

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

Student Entrepreneurs
Unique among our peer institutions, the Yale Entrepreneurial Institute (YEI) is an innovative program that puts student ventures first. As a complement to more traditional academic programs, which provide a conceptual understanding and related case studies of new venture formation, YEI exists to help students execute on their actual business plans. It bands together entrepreneurial students, faculty and administrators with new venture experience, alumni from both industry and venture capital, and local established entrepreneurs. Since 2007 YEI has supported the formation and growth of more than 75 student-founded ventures, which have raised over \$79 million of outside investment capital. These start-ups cover many industries from software and education to food, retail, and green technology.

Yale Connections Worldwide
Yale has more than 160,000 graduates and 180 Yale Alumni clubs all over the world. Yale provides unequalled networking opportunities—from our online career network, to mentoring programs, to regional events for alumni interested in a host of endeavors and initiatives including entertainment, energy, real estate, law, journalism, media, social justice, gender... the list keeps growing.

Top Fellowship Producer
Yale is consistently a top producer of Fulbright Fellowships. Since 2009, in addition to 148 Fulbright Fellowships, Yale students have been awarded 25 Rhodes, 17 Marshall, 16 Goldwater, 6 Truman, and 22 Gates Cambridge Scholarships, as well as 179 National Science Foundation Graduate Research Fellowships. Just as importantly, these major awards only scratch the surface of the hundreds of other highly valuable, funded sources of support that Yale students tap every single year.

5 Graduate Schools Most Attended
When they enroll in business, law, medical, or graduate school, Yale graduates most often attend the following five universities: Yale, Harvard, Stanford, Cambridge, and Columbia.

Career Services
Whether you are just starting to think about career options or have already started down a path, Yale’s Office of Career Strategy is equipped to support you at every stage of the career process. The office offers workshops, networking events, and internships. And through its on-campus recruiting program, more than 100 employers conduct over 2,400 student interviews every year.

Global Journalist
Sanjena Sathian
Residential College
Morse
Major English

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

Write and Think

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



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

Going Global

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

Making Connections

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

Healing the World

Omar Njie
Residential College
Silliman
Major Global Affairs

Starting Out

Arriving at Yale, Omar looks toward a career as a doctor. But that goal doesn’t pigeonhole him academically. “I knew early on that I did not want to take the traditional pre-med route and major in biology or chemistry.” He leans toward psychology but keeps his options open.

Summer in Swaziland

Omar wins a Yale Summer Research Fellowship to intern at the Swaziland Ministry of Health, where he helps develop a five-year plan to market HIV-prevention and counseling resources to public sector employees.

Developing Interests

Sophomore year connects Omar with Professor Kaveh Khoshnood, whose seminar on tropical disease campaigns “helped to spark my interest in ‘macro’ health issues, especially those that afflict citizens of developing nations.” In the spring, he applies for the Global Affairs major and the Global Health Fellows Program. And he runs for vice president of the Yale College Council (YCC). All three pan out.

World Health

The Global Health Fellows Program sponsors Omar’s ten-week summer internship with the Tropical Health and Education Trust (THET) in London, which works to strengthen health systems in the developing world.

Big Man on Campus

Junior year brings big YCC duties. Meanwhile, Omar gains clarity on his future in medicine. “My image of pursuing a career in medicine changed as I took more global health and public health courses.” He is accepted into the five-year B.A./B.S./M.P.H. program, which enables students to leave Yale with both a bachelor’s degree and a master’s degree in public health.



He also gains admission to the Humanities and Medicine Program at the Icahn School of Medicine at Mount Sinai, which guarantees medical school acceptance to 30 college juniors. Omar spends the summer in an eight-week intensive study program at Icahn, exploring science and clinical disciplines and getting to know the other students in his cohort.

Humility

Back on campus, Omar completes his senior project for the Global Affairs major. And because senior year is a great opportunity to take those “just for fun” classes, he enrolls in Humility, taught by *New York Times* columnist David Brooks. There may be no more fitting description for the attitude he maintains and will no doubt continue to maintain every step of the way.

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





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

Whitney Griswold, President of Yale University, 1950–1963

Inspired by Icons.

(Why architecture matters)

Harkness Memorial Tower

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

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

"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."

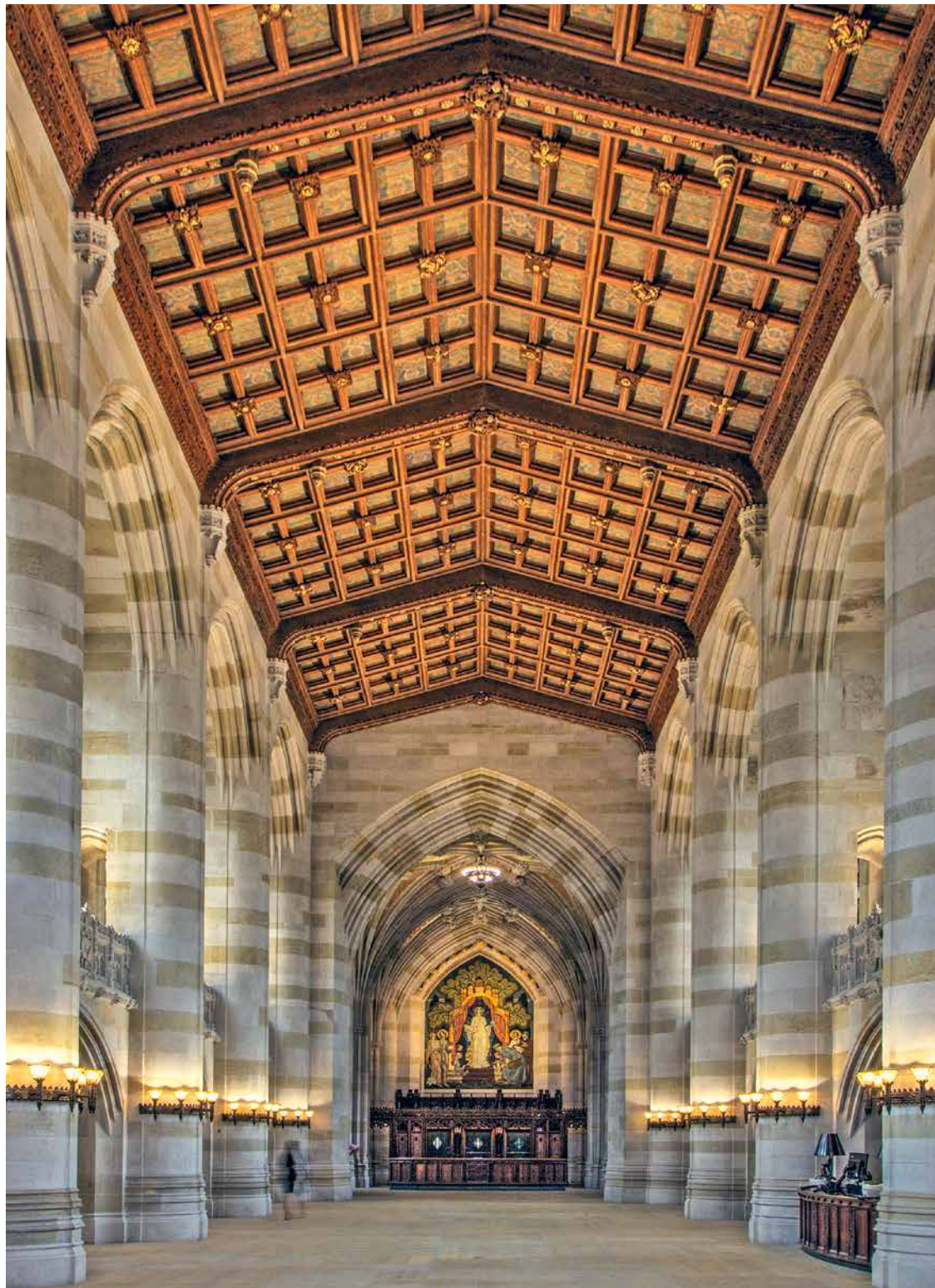
Robert A. M. Stern

*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.



Completed in 1930, **Sterling Memorial Library** was designed by James Gamble Rogers, who called the building “as near to modern Gothic as we dared to make it.” Devoted primarily to the humanities and social sciences, it has

fifteen stack levels and eight floors of reading rooms, offices, and work areas. A just-completed restoration of the nave has revealed long hidden decorative details and updated programmatic areas to better support the needs of today’s users.



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

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

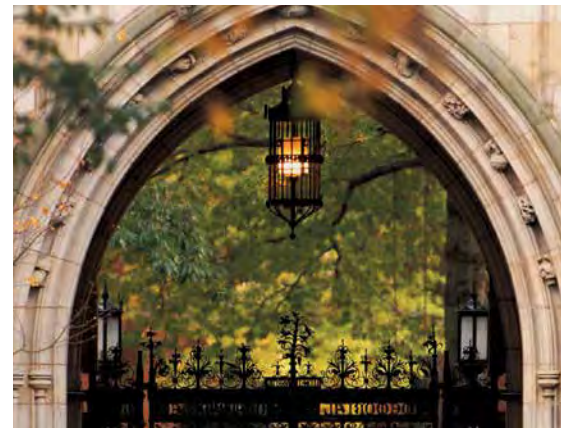


Connecticut Hall The oldest building on campus, a Georgian among the Gothic, opened as a dorm in 1752 and is a National Historic Landmark. Nathan Hale (B.A. 1773)—that's him, on guard outside—was one of its early residents.



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

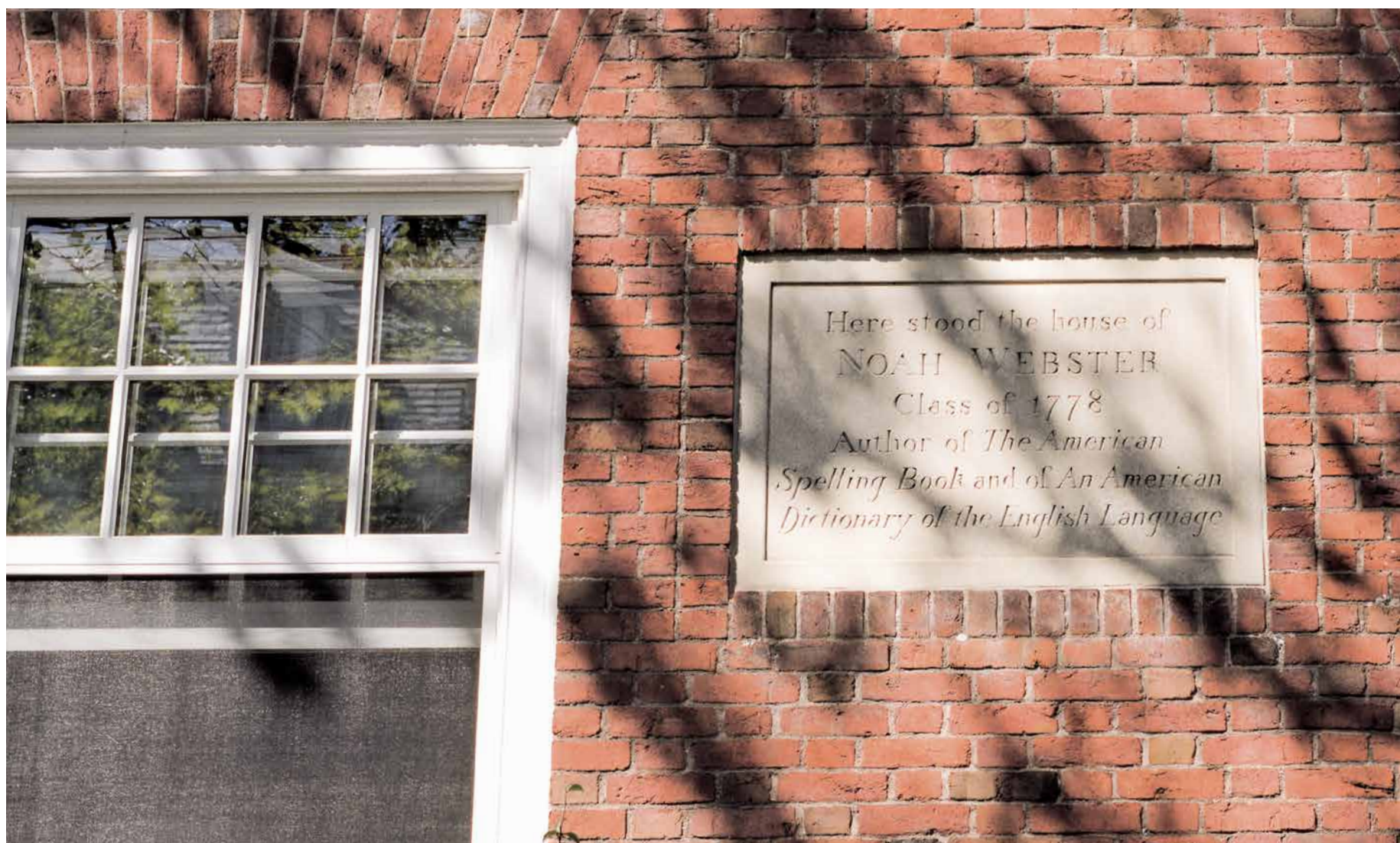
of Architecture, houses undergraduate teaching labs and the University's Department of Biomedical Engineering.



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 more than 300 years of alums are right there with you. Sometimes they leave an obvious sign. Sometimes you just find the connections on your own. Attend a party in one of the two courtyards at Davenport College, where cartoonist Garry Trudeau and President George W. Bush served on a D'port party committee as students and later defined the yin and yang of their generation's politics. Or check out the doors of Yale Law School. Over them are sculptures of snoring professors and drunken lowlifes; through them went future presidents (Ford and Clinton), Supreme Court justices, and authors (including Stephen L. Carter, who now teaches there). Or you could just stand in the middle of Old Campus, think of all those past students brushing by on their way to changing the world, and figure what intriguing mark you'll leave behind.



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.”



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.)

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. In the words of former Yale President Richard C. Levin, a thirty-five-year resident of New Haven, this city is “large enough to be interesting, yet small enough to be friendly.” Welcome to the new New Haven.



A textbook case of city planning Nine perfect squares: a geometry of profound 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).



1 Broadway National brand-names tend to congregate here: Apple Store, J. Crew, Urban Outfitters, Barnes & Noble (a.k.a. the Yale Bookstore). Bring your Yale ID for some good discounts. Busy with students day and night, Broadway and intersecting York Street are also the place to go for a late-night snack.



2 Chapel Street In counterpoint to big Broadway, Chapel Street is jam-packed with local bookstores, boutiques, cafes, and restaurants that range from student-budget to upscale. In between shopping and nosing, visit the newly renovated and expanded Yale University Art Gallery and the Yale Center for British Art.



3 New Haven Green The center of the city’s original grid, the 17-acre Green is bordered by Yale, New Haven government offices, Chapel Street shops, and a lot of history. The *Yale Daily News* calls it the city’s epicenter and says, “Whenever something major comes to New Haven, it shows up on the Green,” from festivals to concerts to protests. It’s the stage for the New Haven Jazz Festival and other concerts—and it’s where the bodies are buried (in the Center Church Crypt, an historic cemetery with gravestones from 1687 to 1812).

4 Yale Campus Yale has been in New Haven since 1716, and its relocation fifteen years after its founding was due in large part to New Haven’s belief that a college was essential to its own success. All of Yale University is involved in the city and the cultural, recreational, and political opportunities it offers. Thousands of New Haven children and teens participate in intensive academic and enrichment programs at Yale. And more than 2,000 Yale College students participate as volunteers, interns, and work-study employees in New Haven schools, hospitals, community organizations, and businesses.



6 Whitney Avenue You can cover a lot of intellectual ground traveling this avenue. It borders the Audubon Arts District, always worth a ramble. And at 170 Whitney, the world-class collections of the Peabody Museum of Natural History provide a remarkable record of Earth’s history, life, and cultures.



7 City Hall / Amistad Memorial City Hall is on the southeast side of the Green. Next to it is the Amistad Memorial to the African captives who rebelled against slavery. Yale professors, students, and alumni argued their case in court. The sculpture stands on the site of the jail that held the rebels.

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.

Louis’ 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.

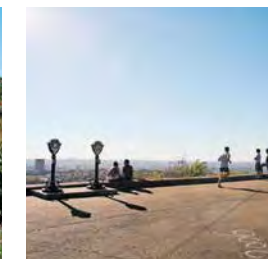
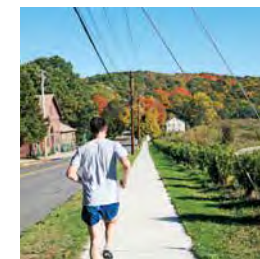
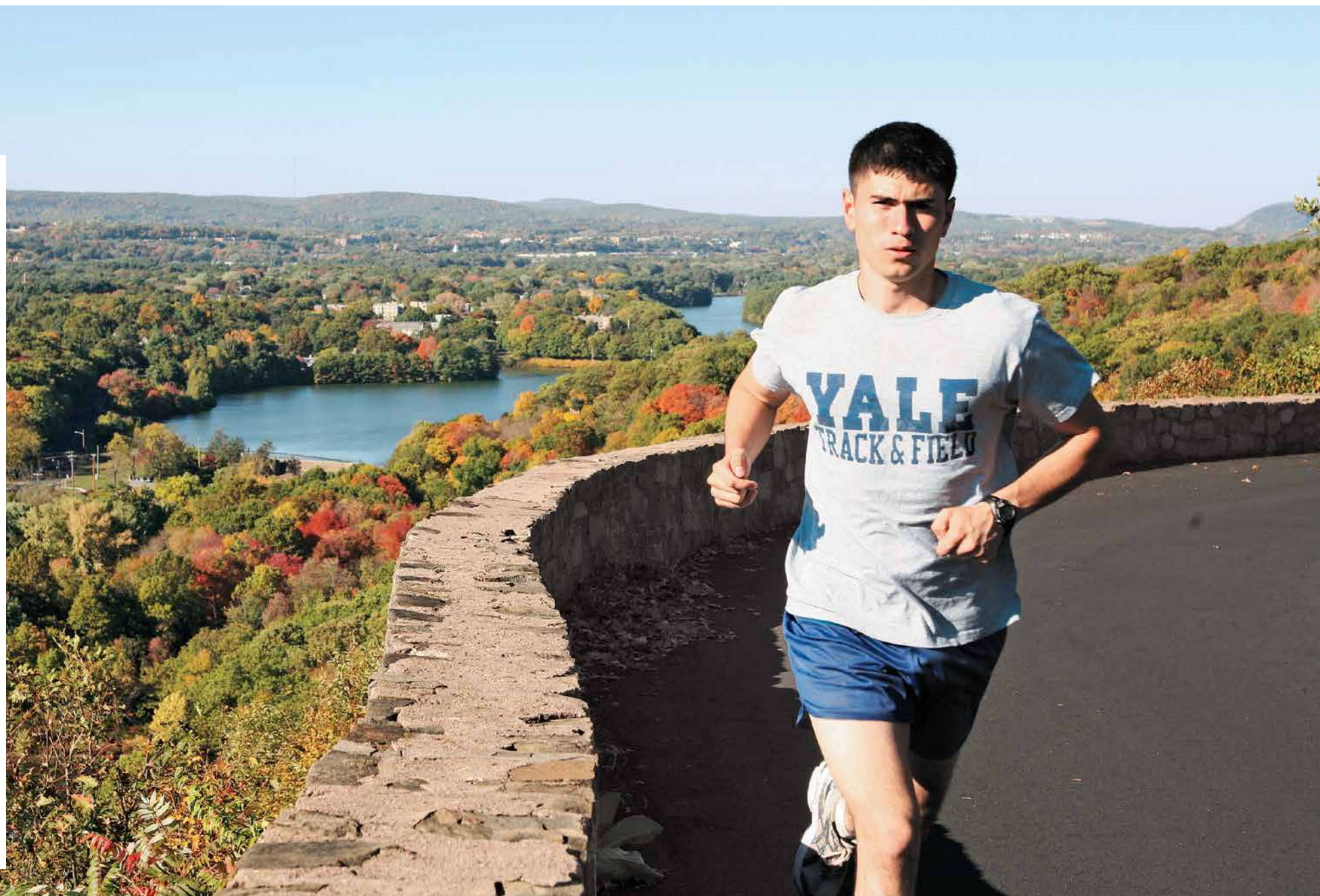
Mory’s: A Yale Tradition Founded in 1861, Mory’s is a unique Yale dining experience—membership in this supper club is open to Yale students, faculty, and alumni. Mory’s is known especially for its toasting nights and entertainment by superb a cappella groups including Yale’s most famous, the Whiffenpoofs.

International Fare Walk just a few blocks from campus for any food you crave—American, Chinese, Cuban, Ethiopian, French, Greek, Indian, Irish, Italian, Jamaican, Japanese, Korean, Malaysian, Mexican, Middle Eastern, 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).

Here, There, Everywhere.

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

Where are you from?
Where have you been?
One beautiful spring day a random sampling of students walking through campus were asked these questions. Their answers reveal Yale as a cosmopolitan crossroads where students receive an education in global fluency. Yalies become highly skilled at crossing boundaries. They speak multiple languages and quickly adapt to new environments. The global is made local for undergraduates here. The wide world becomes accessible, known, experienced. With such experience Yalies can pursue any ambition anywhere in the world.



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



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



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



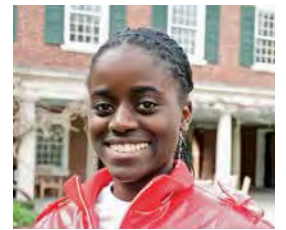
"I'm from **Owensboro, Kentucky**. I spent a year and a half studying in **Beijing** through the Yale-Peking University joint program, as well as a summer Richard U. Light Fellowship. While I was there I hosted a television show and met Herbie Hancock and Hillary Clinton among other guests."
Kevin Olusola,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



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



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



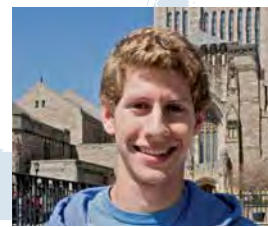
"My current home city is **Durban, South Africa**, but I was born in **Rwanda**. I've also lived in **Kenya**, the **Democratic Republic of Congo**, **Mozambique**, and **Swaziland**. While at Yale, I studied French in **Paris** the summer after my junior year. This coming summer I will go to **Malawi**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



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



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



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



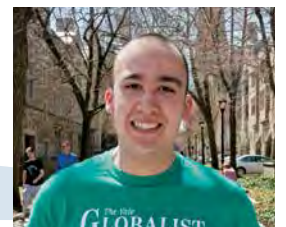
"I was born in **Amman, Jordan**, but now my family lives in **Illinois**. The summer after my junior year, I went to the **UK** to study public health policy, Gothic architecture, and art at Cambridge University. I also went to **Port-au-Prince, Haiti**, to work with Haitians displaced by the earthquake."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



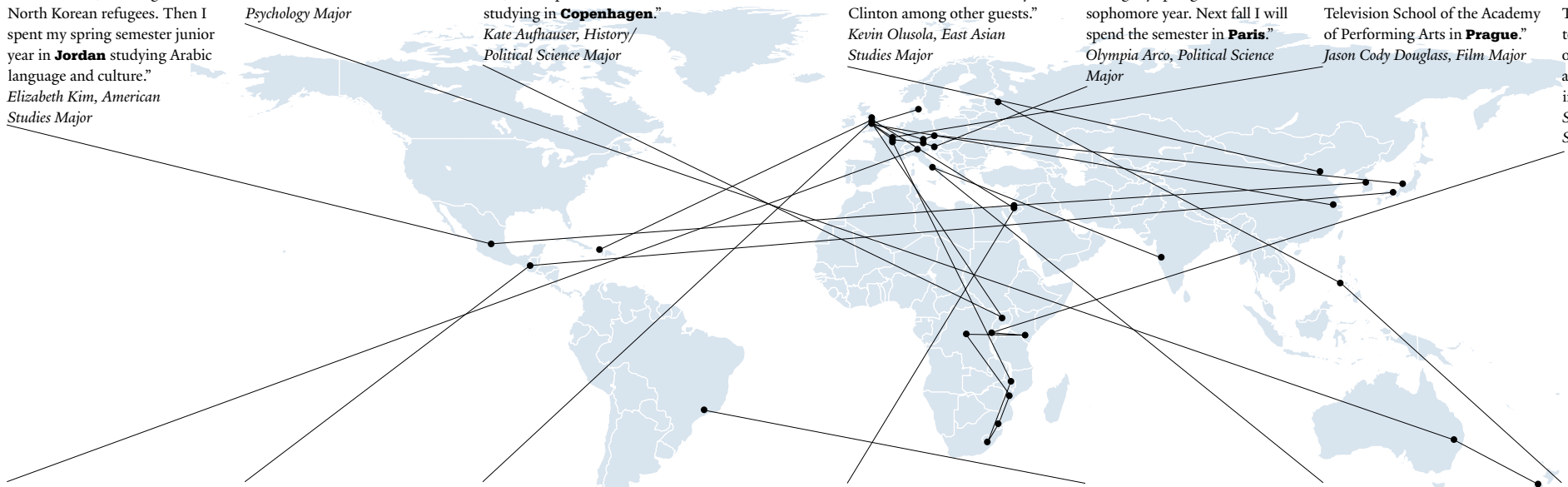
"I'm from **McAllen, Texas**. This summer I will be studying Portuguese and delving into the vibrant culture of Brazil while living in **Rio de Janeiro** through a Yale Summer Study course."
Stephanie Carrizales, American Studies Major



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



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



Pursuits.





...and the youthful society thus formed had promptly and enthusiastically set to work to create its own system of self-improvement, a second or social curriculum.

Yale: A Short History, by George W. Pierson

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 35 teams (of which 29 are NCAA Division I) made up of junior-varsity-level players to All-Americans. Yale also offers student-run club sports and one of the most extensive and popular intramural programs in the country. And the fans roar their glees (that's fight song in modern parlance)—including Cole Porter's "Bulldog!"—as loud as ever.



Mission

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

—Excerpted from the Yale Athletics Mission Statement



Recent Ivy League Championships

Golf (M and W)
Field Hockey
Ice Hockey (M)
Lacrosse (M)
Coed Sailing
Squash (M and W)
Tennis (W)
Volleyball (W)

12 Nationally Ranked Teams

Heavyweight Crew
Lightweight Crew
Crew (W)
Fencing (M and W)
Ice Hockey (M)
Lacrosse (M)
Coed Sailing
Sailing (W)
Squash (M and W)
Tennis (W)



"The Game"

Even for those who don't count themselves as sports fans, "The Game" is one of the most anticipated events every year. Since 1875, the Yale Bulldogs and Harvard Crimson have met more than 130 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, the game alternates between the Yale Bowl and Harvard Stadium.



800+

Yalies who participate in varsity athletics each year.

2,400+

Students who participate in intramural games through the residential colleges.

83%

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



200+ Olympians
More than 200 Yale players and coaches have taken part in modern (post-1896) Olympic competition, winning 114 medals, 55 of them gold. At the 2008 Summer Games in Beijing, fencer Sada Jacobson '06, who won silver and bronze medals for the United States, was one of six Elis competing. At the 2010 Winter Games in Vancouver, Natalie Babony '06 skated on the Slovakian women's ice hockey team. Yale was represented at the

2012 Summer Games in London by one coach and seven alumni athletes, including Taylor Ritzel '10, who won gold rowing on the U.S. women's eight team; Ashley Brzozowicz '04, who won silver with the Canadian women's eight; and Charlie Cole '07, who won bronze with the U.S. men's four team. Most recently, at the 2014 Winter Games in Sochi, Phoebe Staenz '17 won bronze as a member of the Swiss women's ice hockey team.



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



Varsity Teams

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

Club Sports

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

- Equestrian
- Field Hockey (coed)
- Figure Skating
- Fishing
- Golf
- Gymnastics (coed)
- Men's Ice Hockey
- Indoor Climbing
- Karate (Shotokan)
- Kendo
- Men's Lacrosse
- Women's Lacrosse
- Muay Thai
- Pistol
- Polo
- Powerlifting
- Rifle
- Road Running
- Men's Rugby
- Women's Rugby
- Skeet & Trap
- Skiing (Alpine)
- Skiing (Nordic)
- Men's Soccer
- Women's Soccer
- Squash (coed)
- Swimming
- Table Tennis
- Tae Kwon Do
- Men's Tennis
- Women's Tennis
- Triathlon
- Men's Ultimate
- Women's Ultimate
- Men's Volleyball
- Women's Volleyball
- Men's Water Polo
- Women's Water Polo
- Wrestling

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 gym in Moscow that was modeled after Yale's).

David S. Ingalls Rink

seats more than 3,000 and is home to Yale's varsity men's and women's hockey teams. The rink is also available for recreational ice skating and instruction, and intramurals.

Yale Bowl

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

Reese Stadium

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

Johnson Field

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

Championship Golf Course

Yale's own championship golf course, voted #1 College Golf Course in America by *Golfweek* magazine in 2014, is a short distance from the other athletic facilities, in the Westville section of New Haven.

Gilder Boathouse

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

The McNay Family Sailing Center at Yale University

Home to Yale's coed and women's varsity sailing teams, the center houses a fleet of twenty-four 420 racing dinghies, as well as FJs, Lasers, and five safety launches.



State of the Arts.

(Playing a major role whether you're an arts major or not)

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



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

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

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

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

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

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

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

Yael Zinkow is from Bexley, Ohio, and belongs to Saybrook College. She sings in the coed a cappella group Mixed Company and is freshman coordinator of Yale Slifka Center.

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

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

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

Known as the Dramat, the Yale Dramatic Association is the second-oldest college theater association in the country and the largest undergraduate theater organization at Yale. Here, the group performs *How to Succeed in Business Without*

Really Trying at the Yale School of Drama's University Theatre, one of many superb performance venues open to undergraduates.



From the digital to the classical, from the academic to the extra-curricular, from private lessons to group ensembles, from beginning painting to professional exhibitions—Yale arts offer every opportunity.

The Daily Show.

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

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

Friday

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**.



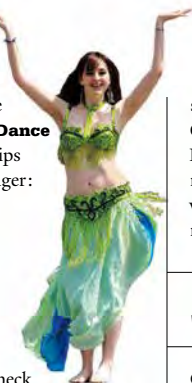
Face your fears at the **School of Architecture’s** symposium “Mobile Anxieties,” featuring keynote address “Mobility, Security and Creativity: The Politics and Economics of Global Creative Cities.” What are the precedents for mobility in architecture and how are they related to a general sense of unease?

Channel your inner Indiana Jones at the **Peabody Museum’s** special exhibition “Las Artes de México,” with artifacts from more than 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.” Afterward, stop by the **Calhoun Cabaret** at Calhoun College 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, and in special conferences and festivals, **Films at the Whitney** helps foster Yale’s dynamic film culture with free screenings at the **Whitney Humanities Center** auditorium.

If that’s too highbrow for your mood, start your night with the all-ages show at **Toad’s Place**, then head over to the **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) with the late-night

show and menu at the **Yale Cabaret**, where Yale School of Drama performers are never more than a few feet away, and where your waiter one week might be on stage the next.

Saturday

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



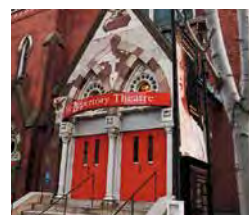
Take the Masterpiece Tour at the **Yale University Art Gallery** (YUAG), stopping into the special exhibitions “Colorful Impressions: The Printmaking Revolution in 18th-Century France” and “Master Drawings from the Yale University Art Gallery.” After lunch at Atticus Café across the street, return for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



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

Pick up subsidized tickets provided by your residential college and head into New York with friends to see the **American Ballet Theatre’s** production of Fokine’s *Les Sylphides*. Or enjoy a night of theater right here on campus at the **Yale Repertory Theatre**, where lords and ladies are gathering for Oscar Wilde’s comedy of serial seducers and 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.

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

Close the weekend with an eclectic mix of live music: the annual Stan Wheeler Memorial Jazz Concert at the **Law School**; a student Choral Conducting Recital at **Battell Chapel**; the Great Organ Music series at **Marquand Chapel**. Or learn some new steps in a Swing & Blues Dance Practicum at the **Afro-American Cultural Center**.

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 more than a dozen a cappella groups and have



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

Art/Design
Anime Society
DAY (Design at Yale)
Design for America Yale
Undergraduate Calligraphic Association
Undergraduate Native American Arts Council
Undergraduate Woodworking Club
YaleMakes

Dance
Alliance for Dance
Ballet Folklorico Mexicano
Ballroom Dance Club
Belly Dance Society
Danceworks
A Different Drum
Groove Dance
Jashan Bhangra Team
Konjo! African Dance Troupe
Lion Dance Troupe
Phoenix Dance Troupe
Rhythmic Blue
Sabrosura
Steppin’ Out
Swing & Blues
Tango Club
Taps
Undergraduate Ballet Company
Yale Dance Theater
Yale Rangeela: Fusion Dance
Yaledancers
Ya Yue Chinese Dance Troupe

Fashion
Berkeley Knitting Club
Runway Inc.

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

Music
Berkeley College Orchestra
Black is the Color
Blue Feather Drum Group
Concordia Flute Ensemble
Coup de Brass
Davenport Pops
Jonathan Edwards College Philharmonic
Krolik Saxophone Ensemble
Low Strung
New Haven Dance and Drummings
Pan, Jam, and Lime Steel Band
Paul Huggins African Drumming Core
Raga Society
Saybrook College Orchestra
1701 Records
Tiny Baroque Orchestra of Pierson College
Undergraduate Chamber Society
Yale Audiophiles
Yale Baroque Opera Project
Yale Concert Band
Yale Klezmer Band
Yale Undergraduate Jazz Collective
Yale University Guild of Carillonners

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

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

Spoken Word
iOye!
Parables:
Undergraduate Storytelling Society
Teeth Slam Poets
WORD Performance Poetry

Unique
Anti-Gravity Society
The Bad Romantics
The Magic Society
Yale Pop-Up
Yale Wushu
The New Blue

Out of the Blue
Pitches & Tones
Proof of the Pudding
Redhot & Blue
Shades
Singing Group Council
Society of Orpheus and Bacchus
Something Extra
The Spizzwinks (?)
Tangled Up in Blue
Undergraduate Choral Society
The Whiffenpoofs
Whim 'n Rhythm
Yale Russian Chorus
Yale Slavic Chorus

Shared Communities.

(Identity, culture, gender, religion, and politics sheltered and nurtured)

Some say Yale is a place of reinvention, but others say the undergraduate experience here is about becoming more of who you already are. Many students find the most personal routes on this journey through Yale's Cultural Houses, the Women's Center, religious communities, political activism and groups, and sexual identity organizations that make up a microcosm of the world's views and beliefs. The best part is the friends, traveling companions, and guides that students find through these centers and organizations to help them on their way. Alumna Billie Gastic '98 says, "The work that I did with other Latino students to bring about positive change in our communities played a tremendous part in my identity development and paved the way for the work that I will continue to do for a lifetime."



Where House Means Home.

(Cultural centers at Yale)

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



Afro-American Cultural Center

Afro-America House – known as “the House” – opened in 1969 as a locus for political, cultural, and social activities, continuing earlier Yale gatherings that brought black students together to discuss issues pertinent to the black community. With these gatherings, the isolation students had 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, 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.



La Casa Cultural

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



Asian American Cultural Center

What can you do at the AACC? Just about anything: study in the library, cook for friends, enjoy the widescreen television, play Ping-Pong. Established in 1981, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. More than forty undergraduate organizations are affiliated with the AACC. 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.



Native American Cultural Center

The Association of Native Americans at Yale (ANNAY) was founded in 1989 with the aim of attracting Native American faculty and scholars; expanding course offerings to include Native American history and cultural studies; increasing Native American recruitment; and creating a permanent headquarters for the group. Many of those goals have been achieved, including the establishment of the Native American Cultural Center. ANNAY and the center promote Native American culture and explore issues Native Americans face today. Programs include speakers, dinners, study breaks, and movie nights.



Keeping the Faiths

Yale students come from more than thirty religious and spiritual traditions. Founded as an institution with a Protestant vocation, Yale today welcomes those of any or no faith tradition and seeks to nurture all in their spiritual journeys. “We consider ourselves quite blessed,” says University Chaplain Sharon M. K. Kugler, “to be part of a community of scholars, seekers, and believers walking

together on a remarkable journey of spiritual awakening and human flourishing.” Located on Old Campus, where most freshmen live, the Chaplain’s Office coordinates religious life at Yale, supporting worship services and rituals across faith traditions. It partners with centers for specific faiths and with affiliated community service organizations, and it offers pastoral support and social and educational programs throughout the year.

- Athletes in Action
- Black Church at Yale
- Chabad House
- Christ Presbyterian Church
- Christian Science Reading Room
- Episcopal Church at Yale
- First & Summerfield United Methodist Church
- Hindu Students Council
- InterFaith Forum
- International Church at Yale
- Latter-Day Saints Student Association
- Luther House
- Meor at Yale
- Muslim Students Association
- New Haven Friends
- Orthodox Christian Fellowship
- Presbyterian Undergraduates at Yale
- Reformed University Fellowship
- Rivendell Institute
- St. Mary’s Roman Catholic Church
- Saint Thomas More Catholic Chapel and Center
- Secular Student Alliance
- Slifka Center for Jewish Life
- Trinity Baptist Students
- Undergraduate Friends of Minyan Urim
- Unitarian-Universalist Student Fellowship
- The University Church
- Yale Christian Fellowship
- Yale Hillel
- Yale Sangha
- Yale Students for Christ
- Young Israel House at Yale
- and more*

| Afro-American Cultural Center | NAACP (Yale chapter) | La Casa Cultural | Movimiento Estudiantil Chicano de Aztlán | Asian American Students Alliance | Phoenix Dance Troupe |
|--|--|--|--|--|--|
| Alpha Phi Alpha Fraternity | National Society of Black Engineers | Alianza Amigas | iOye! | Bridges (English language lessons) | South Asian Society |
| Arab Student Association | New Haven Dance and Drummings | Association of Salvadoreñas Yale | PorColombia | Bridges (English language lessons) | Students of Mixed Heritage and Culture |
| Black Church at Yale | Pan, Jam, and Lime Steel Band | Ballet Folklórico Mexicano | Sabrosura: Latino Student Dance at Yale | Building Bridges | Taiwanese American Society |
| Black Men’s Union | Paul Huggins African Drumming Core | Brazil Club | Students of Mixed Heritage and Culture | Chinese Adopted Sibs Program for Youth | Vietnamese Students Association (VISA) |
| Black Solidarity Conference | Shades a Cappella | Cuban-American Undergraduate Student Association | Yale Mexican Student Organization | Chinese American Students Association | West Indian Students Organization |
| Black Student Alliance at Yale | Steppin’ Out | Despierta Boricua | Ypsaniola | HAPA | <i>and more</i> |
| Black Women’s Coalition | Students of Mixed Heritage and Culture | Dominican Student Association | <i>and more</i> | Japanese American Students Union | Native American Cultural Center |
| Delta Sigma Theta Sorority | Students of Nigeria | FAIR College Counseling | Asian American Cultural Center | Jook Songs | American Indian Science and Engineering Society (Yale chapter) |
| Dominican Students Association | Urban Improvement Corps | La Fuerza | ALIVE (A Learning and Interactive Vietnamese Experience) | KASAMA: The Filipino Club at Yale | Association of Native Americans at Yale |
| Gamma Phi Delta | Yale African Students Association | Hispanic Scholars Foundation (Yale chapter) | Alliance for Southeast Asian Students | Korean American Students of Yale | Blue Feather Drum Group |
| Heritage Theatre Ensemble | Yale Christian Fellowship | Latin American Students Organization | Anjali | Korean Literature Club | Undergraduate Native American Arts Council |
| Kappa Alpha Psi | Yale Gospel Choir | Latino Business Coalition | Asha for Education | Malaysian and Singaporean Association (MASA) | <i>and more</i> |
| Konjo! African Dance | Yale West Indian Students Organization | Math and Science (MAS) Familias | | Muslim Students Association | |
| Minority Association of Pre-Medical Students | <i>and more</i> | | | | |

Intercultural Affairs Council

“One of our generation’s major challenges is to determine how individuals, communities, or cultures become marginalized as the Other, and to actively resist this process,” is how members of the Intercultural Affairs Council of Yale College framed a recent series of events and discussions focused on “otherness.” The IAC strives to support an inclusive and diverse campus environment that engages in community dialogue; promotes cultural awareness, respect, and appreciation; and challenges bias on the basis of race and ethnicity, gender, religion, sexual orientation, disability, social class, or other distinction.



Women’s Center

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

- Broad Recognition Campus Action Interns
- Sphincter Troupe
- Undergraduate Women in Science at Yale
- Women’s Leadership Initiative
- WYSE
- Yale Black Women’s Coalition
- and more*



LGBTQ Student Co-op

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

- Bridges
- De Colores
- Fierce Advocates
- GaYalies
- Not-So-Straight Frosh
- PRISM
- Q Magazine
- Queer Peers
- Queer Resource Center
- Resource Alliance for Gender Equity
- Sappho
- and more*

ELiterati.

(Why Yalies are so darned determined to publish)



Members of the *Yale Daily News* editorial board. **Tapley Stephenson**, editor-in-chief (back row, third from right), thinks Yale's publications "represent the

best of what the University has to offer: dedication, intensive teamwork, a vast range of experiences, and the desire to have one's thoughts read and discussed."

"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

Accent Multilingual Magazine
Amicus Undergraduate Law Magazine
L'Amuse-Bouche
AURA Undergraduate Journal of Comparative Literature
Broad Recognition: A Feminist Magazine
Calliope
Dimensions Art Journal
DOWN Magazine
La Fuerza
Helicon Undergraduate Journal of Classics
Her Campus
Journal of Literary Translation
Kalliope
The Logos
La Madrugada
The New Journal
Perspectives on Happiness Journal
P.H.: The Yale Journal of Public Health
The Politic
Q Magazine
Rumpus (humor tabloid)
Vita Bella!
The Yale Daily News
The Yale Daily News Magazine
Yale Economic Review
Yale Entrepreneur Magazine
The Yale Epicurian
The Yale Free Press
The Yale Globalist
The Yale Guidepost
The Yale Herald
The Yale Historical Review
Yale Journal of Economics
Yale Journal of Medicine & Law
Yale Literary Magazine
The Yale Philosophy Review
The Yale Record
Yale Review of Undergraduate Research in Psychology
Yale Scientific
and more

Sustainable U.

(Where Blue is Green)

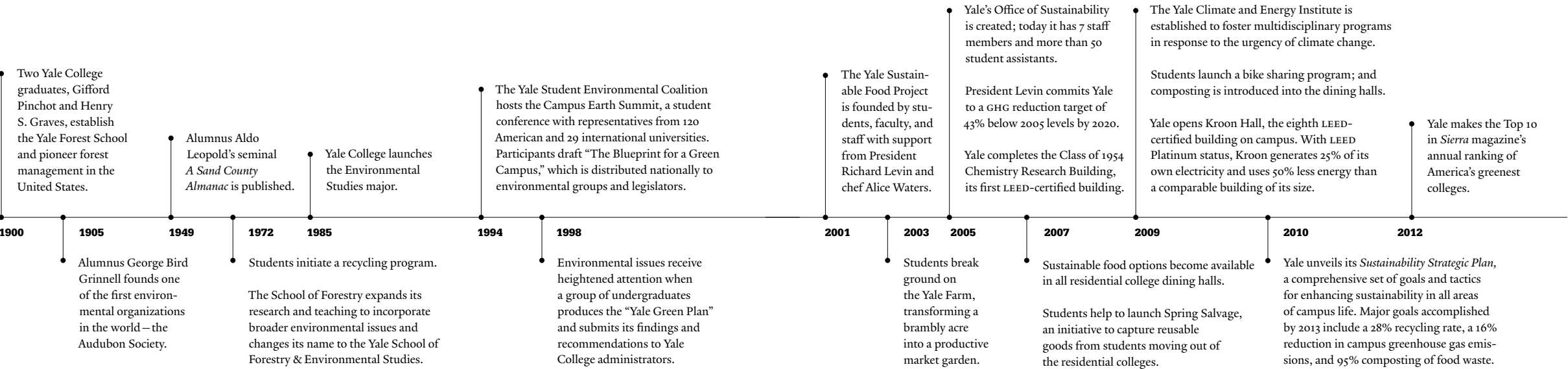
Yale's path to sustainability began more than 100 years ago with the establishment of one of the first forestry schools in the country. Today, the University is internationally recognized as a sustainability leader in both curriculum and institutional practices. Yale is home to faculty in cutting-edge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



The sustainability experience at Yale can start even before the first semester begins. Each year, 400 incoming students participate in Freshman Outdoor Orientation Trips (FOOT), and Yale Harvest allows incoming freshmen to spend five days working on a family-owned organic farm. Sustainability is evident in all areas of student life at Yale, from options in the dining halls to work on the Yale Farm, from bike sharing and 20% biodiesel shuttles to Spring Salvage and sustainable athletics.

Student Groups

- Bulldog Sustainability
- Engineers Without Borders
- Fossil Free Yale
- New Haven Action
- Project Bright
- Reach Out
- Social Justice Network at Yale
- Sustainability Service Corps
- Yale Freshman Outdoor Orientation Trips
- Yale Harvest
- Yale Outdoors
- Yale Student Environmental Coalition



The Science Channel.

(Life outside the lab)

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



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

| Student Groups | Peer Health Educators |
|---|--|
| American Indian Science and Engineering Society | Public Health Coalition |
| American Institute of Chemical Engineers | Remedy at Yale |
| American Society of Mechanical Engineers | Student Association (RYSA) |
| Arnold Air Society | SMaRT (Science and Math Achiever Teams) |
| Association of Undergraduate Chemistry Students | Society of Physics Students |
| Bee Space | Society of Women Engineers |
| Bioethics Society | STEM at Yale |
| Biomedical Engineering Society | Student Global Health and AIDS Coalition |
| Bulldog Bots | Summer Science Research Institute |
| Bulldogs Racing | Sustainability Service Corps |
| Catalyst at Yale | Tau Beta Pi |
| Club Geo | TEDxYale |
| Colleges Against Cancer | Undergraduate Coalition for Mental Health and Well-Being |
| Community Health Educators | Undergraduate Energy Club |
| Design for America | Undergraduate Pre-Veterinary Society |
| Ecology and Evolutionary Biology Undergraduate Group (YEEBUG) | Undergraduate Society for the Biological Sciences |
| Eli Wilderness Medicine Association | Undergraduate Women in Physics |
| Engineering World Health at Yale | Undergraduate Women in Science |
| Engineers Without Borders | The Workshop: A Community of Engineers |
| The Flying Bulldogs | Yale Anti-Gravity Society |
| Gamers@Yale | Yale Drop Team |
| HackYale | Yale EMS |
| HAPPY | Yale Entrepreneurial Society |
| Institute of Electrical and Electronics Engineers (Y-IEEE) | Yale iGEM Team |
| Math and Science (MAS) Familias | YaleMakes |
| Math Society | <i>Yale Scientific Magazine</i> |
| Mathcounts Outreach | Yale Sight Savers |
| Medical Professions Outreach | Yale STEAM |
| Medicine in the Arts and Humanities Collective | Yale Student Environmental Coalition |
| MedX Students | Yale Undergraduate Aerospace Association |
| Minority Association of Pre-Medical Students | and more |
| National Society of Black Engineers | |
| <i>P.H.: The Yale Journal of Public Health</i> | |

Political Animals.

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

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

Founded in 1934, the Yale Political Union invites a prominent national figure to deliver an address before the Yale community each week. Students traditionally sit with their parties, arranged from the most liberal party on the left side of the auditorium to the most conservative party on the right—seven parties in all. Over tea, dinner, wine, late-night pizza, or in formal debate, YPU members engage and challenge world leaders, as well as each other. *Huffington Post* founder and editor-in-chief Arianna Huffington was so impressed with the debates when she spoke that she now features YPU events on her news and opinion site.

| | | | | | | |
|---|--|---|--|---|---|--|
| | | | | | | |
| Liberal Party | Party of the Left | Independent Party | Federalist Party | Conservative Party | Tory Party | Party of the Right |
| Known for challenging political assumptions and pushing the Union to the left, the Libs don’t use parliamentary procedure or dress up for our own weekly discussions. Rather, we engage seminar-style with each other on philosophical and political topics. And we put our beliefs to work with regular activist projects. | The Party of the Left seeks to develop its members as people and leaders and to develop a new vision of the American Left. As such, the party provides an open atmosphere for rigorous debate on topics that divide the Left, bringing “discourse to the outside world, and the outside world to discourse.” | As the largest party in the Union, the Independent Party is the only one that does not align itself with either the Right or the Left. Instead, we are a party of independent thinkers. Our motto is “Hear All Sides.” We believe that openness of mind is the truest mark of genuine intelligence. | The Federalist Party is the youngest party in the Union. It is a party for conservatives who seek to cultivate a knowledge of the ideas, cultural practices, and institutions that are essential to preserving the United States. It stands for a vigorous but limited government, a public strength born not of size but of conviction. | The Conservative Party occupies a right-of-center position within the Union but is short of the “hard right.” It takes issues seriously, considering ideas important, and logic, practicality, and pragmatism essential. It seeks guidance from the lessons of history and aims to make its own debates and discussions an intellectually enriching experience for all. | The Tory Party is the party of “reasoned conservatism” at Yale. Founded in 1969, it is known for its thriving alumni network and its fondness for speeches delivered with wit and levity. The party requires members to identify as “conservative,” but does not maintain any party line. | As the oldest party on the right, the Party of the Right was founded by members dissatisfied with the lack of true conservatism in the Union. It has been described in the <i>Yale Herald</i> as “at once flamboyant, intellectually elitist, aggressively, mischievously subversive, eccentric, and maniacally eager to challenge anyone and everyone.” |

Retired General Stanley A. McChrystal, former Commander of U.S. Forces-Afghanistan, led a discussion with Yale Political Union members on “Resolved: Yalies have a duty to enter national service.”

- Notable YPU Alumni**
- Yale law professor Akhil Reed Amar
 - Former Social Security Administration commissioner Michael J. Astrue
 - Journalist and author John Avlon
 - Former ambassador to the U.N. John Bolton
 - University of Oklahoma president David L. Boren
 - Author William F. Buckley, Jr.
 - Author Maggie Gallagher
 - Former Council of Economic Advisers chair Austan Goolsbee
 - U.S. Secretary of State John Kerry
 - Oberlin College president Marvin Krislov
 - EDF president Fred Krupp
 - Former U.S. Representative David McIntosh
 - Former Attorney General Edwin Meese
 - Journalist Dana Milbank
 - Former U.S. ambassador to Chile John O’Leary
 - Former Governor George Pataki
 - Former presidential speechwriter Ray Price
 - Former U.S. ambassador to East Timor Grover Rees III
 - Former Governor Bob Taft
 - Former U.S. Supreme Court justice Byron White
 - Author Lauren Willig
 - Former U.S. deputy Treasury secretary Neal S. Wolin
 - Journalist Fareed Zakaria

Difference Makers.

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

Leadership and service to society seem inextricably linked at Yale. Nowhere is that more apparent than at Dwight Hall, the Center for Public Service and Social Justice founded by undergraduates in 1886. Dwight Hall is the only nonprofit umbrella campus volunteer organization in the country run entirely by students. Students develop new initiatives in response to community needs and provide resources, training, and other support services for more than 80 groups ranging in scope from tutoring to political activism. With Dwight Hall’s support, Yale undergraduates have founded many significant community agencies that have become a permanent part of New Haven’s social service network. It’s the kind of impact they continue to have post-Yale as they answer the call to serve and lead in ways that are uniquely their own.



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

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

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

 - AIDS Walk/Watch New Haven
 - American Red Cross
 - Amnesty International
 - Animal Welfare Alliance
 - Best Buddies
 - Black Student Alliance
 - Bookmarks/Summer Buds
 - Bridges
 - Building Bridges
 - Circle of Women
 - College Council for CARE
 - Colleges Against Cancer
 - Community-Based Learning
 - Community Health Educators
 - DEMOS
 - Elmseed Enterprise
 - Engineers Without Borders
 - Fierce Advocates
 - FOCUS on New Haven
 - The Future Project
 - Genocide Action Project
 - Girls Run
 - Global Zero
 - Habitat for Humanity
 - HAPPY
 - Hemispheres
 - Hunger and Homelessness Action Project
 - The Instrumental Connection
 - It Ends Today
 - Jews for Justice
 - Mathcounts Outreach
 - MEChA
 - Microfinance Brigades
 - The Musical Cure
 - Myanmar Project
- New Haven Action
 - New Haven REACH
 - No Closed Doors
 - PALS Tutoring and Mentoring
 - Peace by PEACE
 - Public Health Coalition
 - Reach Out
 - Ready Set Launch
 - Rotaract Club
 - RYSA
 - SMaRT (Science and Math Achiever Teams)
 - Splash at Yale
 - Squash Haven
 - Student Environmental Coalition
 - Student Global Health and AIDS Coalition
 - Students for Autism Awareness
 - Students for Justice and Peace in Palestine
 - Synapse
 - Thi[NK]
 - Uganda Hope Network
 - Ulysses S. Grant Foundation
 - Undergraduate Association for African Peace and Development
 - Undergraduates at CT Hospice
 - Unite for Sight
 - Universities Allied for Essential Medicines
 - Urban Debate League
 - Urban Improvement Corps
 - Volunteers around the World
 - Women and Youth Supporting Each Other
 - Women’s Leadership Initiative
 - World Micro-Market
 - Yale Refugee Project
 - Yale Sight Savers
 - Yale Undergraduate Prison Project
 - Yale Undergraduates for UNICEF
 - and more

Peer Counseling

 - Mind Matters
 - Peer Health Educators
 - Peer Liaisons
 - Walden

Apply.



The Good News about the Cost of Yale.

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

The Financial Aid Office is committed to working with families in determining a fair and reasonable family contribution and will meet the full demonstrated need of every student for all four years with an award that does not require loans. Today, 50% of undergraduates qualify for need-based scholarships from Yale. The average annual grant from Yale to its students receiving financial aid for the 2014–2015 academic year was approximately \$42,200, or about two-thirds the cost of attendance.

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

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

Jeremiah Quinlan, Dean of Undergraduate Admissions

- > Yale Financial Aid Awards do not include loans. 100% of a family's financial need is met with a Yale grant and opportunities for student employment.
- > Families with annual income below \$65,000 (with typical assets) are not expected to make a financial contribution toward a student's Yale education. 100% of the student's total cost of attendance will be financed with a Financial Aid Award from Yale.
- > Families earning between \$65,000 and \$200,000 annually (with typical assets) contribute a percentage

- of their yearly income toward a student's Yale education, on a sliding scale that begins at 1% and moves toward 20% and higher.
- > Yale awards all aid on the basis of financial need using a holistic review process that considers all aspects of a family's financial situation.

| Costs for 2015–2016 | |
|---------------------------|----------|
| Tuition | \$47,600 |
| Room | \$8,200 |
| Board | \$6,400 |
| Books & personal expenses | \$3,525 |
| Total | \$65,725 |

Yale Net Price Calculator
admissions.yale.edu/yale-net-price-calculator

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

admissions.yale.edu/financial-aid



The Particulars.

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

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

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

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

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



For detailed information about admissions and financial aid, please visit admissions.yale.edu

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

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

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

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

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

Other Questions?
203.432.9300
admissions.yale.edu/questions

BULLETIN OF YALE
UNIVERSITY Series 111
Number 2 June 1, 2015
(USPS 078-500) is published
seventeen times a year (one
time in May and October;
three times in June and
September; four times in
July; five times in August) by
Yale University, 2 Whitney
Avenue, New Haven CT 06510.
Periodicals postage paid
at New Haven, Connecticut.

Postmaster:
Send address changes to
Bulletin of Yale University,
PO Box 208227,
New Haven CT 06520-8227

Managing Editor:
Kimberly M. Goff-Crews
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The closing date for material
in this bulletin was May 1, 2015.

The University reserves the
right to withdraw or modify
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or to change the instructors
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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 delin-
eated by federal and Connecticut
law, Yale does not discriminate
in admissions, educational pro-
grams, or employment against
any individual on account of
that individual's sex, race, color,
religion, age, disability, status as
a protected veteran, or national
or ethnic origin; nor does Yale
discriminate on the basis of
sexual orientation or gender
identity or expression.

University policy is committed
to affirmative action under
law in employment of women,
minority group members,
individuals with disabilities,
and protected veterans.

Inquiries concerning these
policies may be referred to
Valarie Stanley, Director of the
Office for Equal Opportunity
Programs, 221 Whitney Avenue,
3rd Floor, 203.432.0849. For
additional information, see
www.yale.edu/equalopportunity.

In accordance with federal and
state law, the University main-
tains information on security
policies and procedures and pre-
pares an annual campus security
and fire safety report containing
three years' worth of campus
crime statistics and security
policy statements, fire safety
information, and a description
of where students, faculty, and
staff should go to report crimes.
The fire safety section of the
annual report contains informa-
tion on current fire safety prac-
tices and any fires that occurred
within on-campus student
housing facilities. Upon request
to the Office of the Deputy Vice
President for Human Resources
and Administration, PO Box
208322, 2 Whitney Avenue, Suite
810, New Haven CT 06520-8322,
203.432.8049, the University will
provide this information to any
applicant for admission, or pro-
spective students and employees
may visit <http://publicsafety.yale.edu>.

In accordance with federal law,
the University prepares an
annual report on participation
rates, financial support, and
other information regarding
men's and women's intercol-
legiate athletic programs. Upon
request to the Director of Athlet-
ics, PO Box 208216, New Haven
CT 06520-8216, 203.432.1414,
the University will provide its
annual report to any student or
prospective student. The Equity
in Athletics Disclosure Act
(EADA) report is also available
online at <http://ope.ed.gov/athletics>.

In accordance with federal
law, the University prepares
the graduation rate of degree-
seeking, full-time students in
Yale College. Upon request
to the Office of Undergraduate
Admissions, PO Box 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 contact the Office of
Undergraduate Admissions,
PO Box 208234, New Haven CT
208234; 203.432.9300; <http://admissions.yale.edu>.

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

Yale College Established 1701
**Graduate School of Arts
and Sciences** 1847
School of Medicine 1810
Divinity School 1822
Law School 1824
**School of Engineering &
Applied Science** 1852
School of Art 1869
School of Music 1894
**School of Forestry &
Environmental Studies** 1900
School of Public Health 1915
School of Architecture 1916
School of Nursing 1923
School of Drama 1925
School of Management 1976

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

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Courtesy of the Whiffenpoofs
of Yale, Inc., Yale Manuscripts
& Archives/Yale University
Library, Yale Undergraduate
Aerospace Association, Yale
University Sports Publicity, Ken
Yanagisawa, and the students
in "Think Yale. Think World."

Some of the Breaking News
stories were adapted from
YaleNews, published by the
Office of Public Affairs &
Communications.

Bulletin of Yale University
New Haven, Connecticut 06520-8227

Periodicals Postage Paid
New Haven, Connecticut

