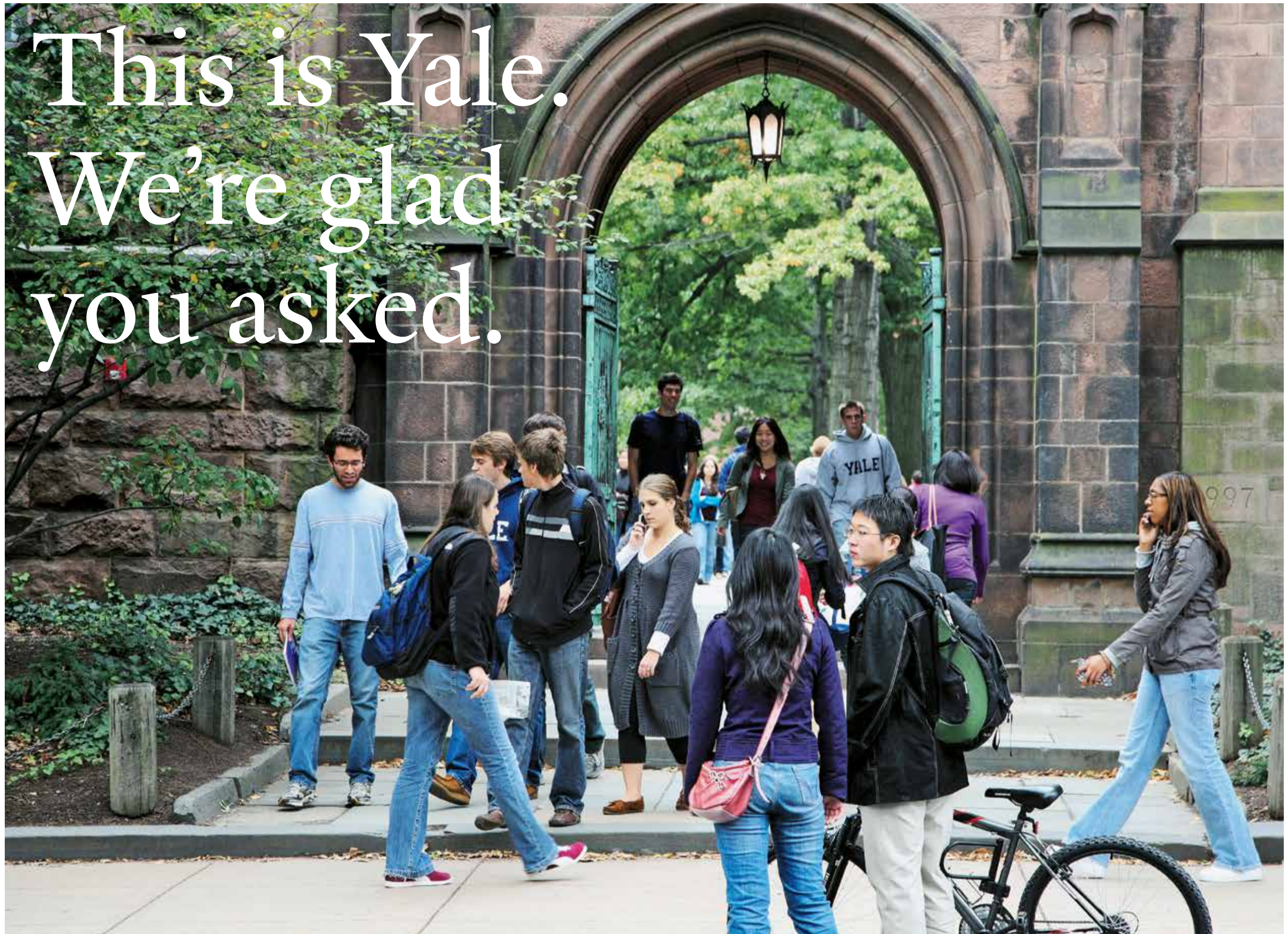


Yale.*

This is Yale.
We're glad
you asked.



Lives.

p. 8 | **First-Year Diaries.** Yale's newest students chronicle a week in the first year and give some advice.



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



p. 22 | **Bright College Years.** In many ways, friendship defines the Yale experience. One student sums it up: "It's about the people, not the prestige."

p. 26 | **Breaking News.** A few of the year's top undergraduate stories.



Studies.

p. 30 | **Blue Booking.** When parties and shopping are academic. Plus: shopping lists, special programs, and some startling numbers.



p. 36 | **College Meets University.** An undergraduate road map to the intersection of Yale College and the University's graduate and professional schools.

p. 38 | **Eavesdropping on Professors.** Why being an amazing place to teach makes Yale an amazing place to learn.



p. 46 | **A Hands-On Education.** Learning by doing.

p. 48 | **Next-Gen Knowledge.** For Yalies, one-of-a-kind resources make all the difference.



p. 52 | **Think Yale. Think World.** Five Elis share their pivotal moments abroad.

p. 56 | **Connect the Dots.** From start-up capital and internships to top fellowships and a worldwide network of alumni, Yale positions graduates for success in the real world.

Places.



p. 62 | **Inspired by Icons.** Why architecture matters.

p. 70 | **Cultural Capital.** The modern university, the cosmopolitan college town.

p. 72 | **Here, There, Everywhere.** Fourteen Yalies, where they're from, and where they've been.

Pursuits.

p. 76 | **Bulldog! Bulldog! Bow, Wow, Wow!** Playing for Yale — The Game, the mission, the teams, the fans, and, of course, Handsome Dan.

p. 80 | **State of the Arts.** From the digital to the classical, Yale's spectacular arts options.

p. 82 | **The Daily Show.** A slice of Yale's creative life during one spring weekend.

p. 84 | **The Science Channel.** Life outside the lab.



p. 86 | **Shared Communities.** Yale's Cultural Houses, religious communities, and affinity organizations and centers.

p. 90 | **Difference Makers.** Through Dwight Hall, students find their own paths to service and leadership in New Haven.



p. 92 | **The Student Voice.** Student publications and political life.

Apply.

p. 95 | **The Particulars.** How to apply, what we look for, and visiting campus.

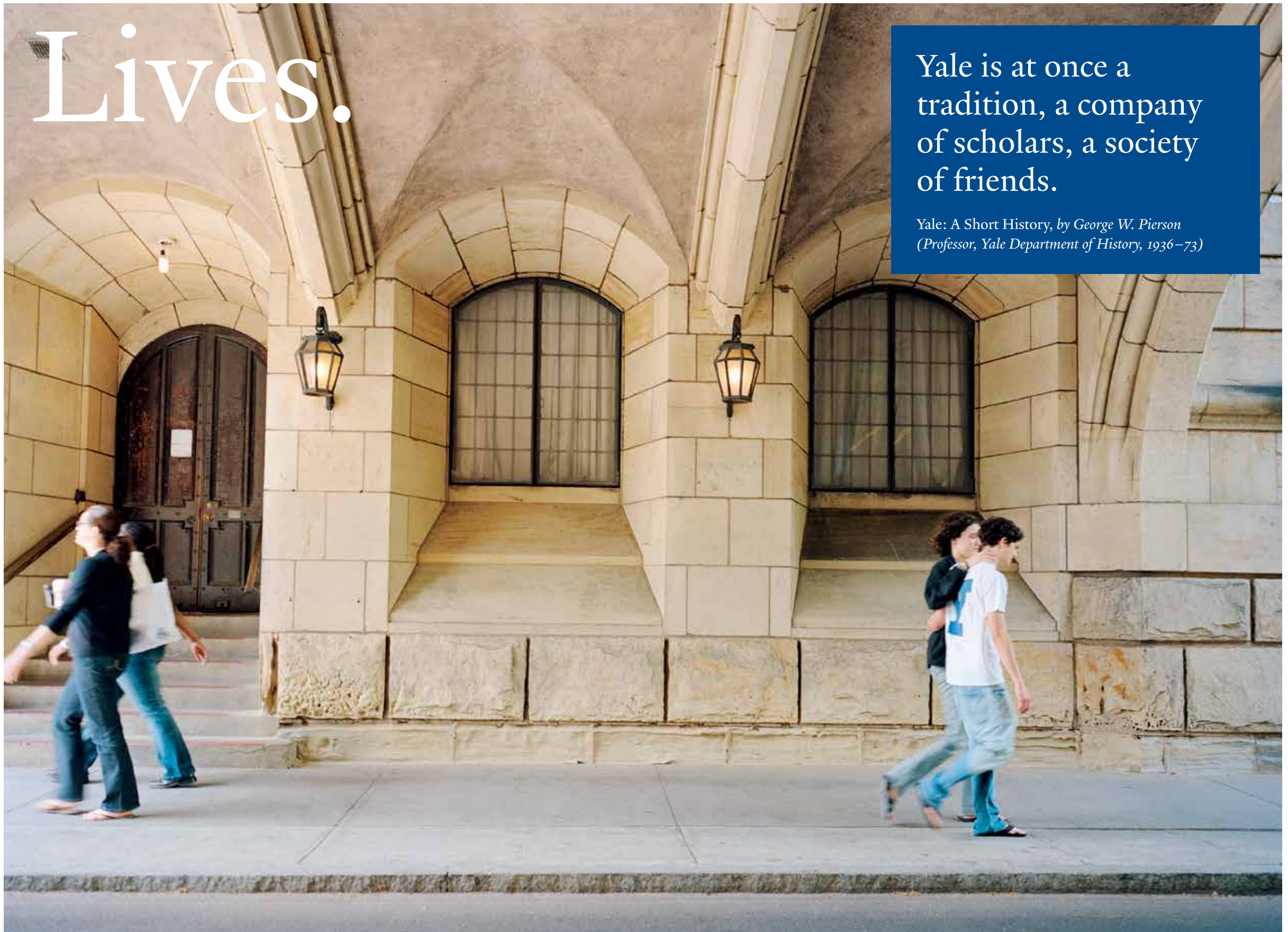
p. 96 | **Affordable. For Everyone.** Our financial aid policy eliminates the need for loans and makes Yale affordable for all.



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)*



First-Year Diaries.

(Starting out at Yale)

From the moment they arrive, first-years 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 them—from preorientation to first-year counselors (Yale seniors) to First-Year Seminars (small classes taught by some of Yale’s most prominent professors) to parties. We caught up with three first-years near the end of their spring semesters. Here they share advice; reflect on their own expectations; discuss their summer plans; and record a day in their lives during the first year.



A Tuesday in the life of

8:30 am

Wake up and walk to Silliman to grab a hot breakfast. I usually take eggs, potatoes, a variety of fruit, and prodigious amounts of coffee.

9:00

First class of the day, Math Models in Biosciences I. We work on a lot of intriguing ways to apply math to biology; recently, we figured out the safe dosage of a medication using differential equations to predict its breakdown in the bloodstream.

10:15

To Science Hill, where I finish chemistry homework in the CSSSI Library.

11:25

Chemistry discussion section: thermodynamics, partial pressures, melting points—all that good stuff.

1:00 pm

I join nearly 1,200 students in Psychology and the Good Life, where Professor Laurie Santos enlightens us on the science of well-being. If you see cameras, it might just be the *New York Times* listening in with us.

2:15

I grab the shuttle to the med school campus to monitor my cell cultures in an immunology research lab.

3:00

At the New Haven Works Office, I volunteer with No Closed Doors, working with one or two unemployed New Haven residents to locate jobs online, call recruiters, build a résumé, and submit applications. The work has been transformative, and I get to hear the incredible stories of locals. It motivates me to do my absolute best to help them and their families.

5:00

Unwind over dinner with friends. Sometimes we have a friendly debate over something one of us learned in class.

6:00

I take a coffee to go, set up camp in the TD library, and start my homework.

10:00

After a run in the TD gym, I shower and head to the buttery to replenish before going back to the library.

1:15 am

Back to my room. I browse the web or watch SNL if I’m not too tired. Lights out by 1:30.

Nishanth Krishnan

Hometown
San Diego, CA

Anticipated Major
Molecular, Cellular, & Developmental Biology

“From the outside, Yale’s academic, cultural, and social opportunities felt a bit overwhelming. But once I started my first year, I found that my Yale experience is entirely in my hands.”

- Classes**
- > Comprehensive University Chemistry I & II
 - > General Chemistry Lab I & II
 - > The Real World of Food
 - > Introduction to Psychology
 - > Ancient Medicine and Disease
 - > Math Models in Biosciences I
 - > Psychology and the Good Life
 - > Biochemistry and Biophysics
 - > Cell Biology and Membrane Physiology

- Activities**
- > No Closed Doors
 - > Yale Farm
 - > Yale Hunger and Homelessness Action Project
 - > American Red Cross at Yale
 - > Immunology research at the Yale School of Medicine

On FroCos: I’m grateful that Yale assigns every first-year a First-Year Counselor (FroCo). FroCos can play any role—friend, confidant, adviser! I think all my first-year peers would agree that FroCos are invaluable, and they make the transition far less intimidating.

On First-Year Seminars: I’m taking Ancient Medicine and Disease. We’re a tight-knit group, which allows for personal, engaging conversations on the medical philosophy of antiquity. We’ve explored surgical manuscripts from Egypt, flipped through fourteenth-century textbooks, and observed the archived brain

samples bequeathed by the father of neurosurgery—and former Yalie—Harvey Cushing.

On extracurriculars: One of the most memorable moments from my first semester was the extracurricular bazaar, where hundreds of student groups introduce themselves to the first-year class. I decided I wanted to be more involved in volunteering and the New Haven community, but that doesn’t preclude me from joining a campus magazine or an activism group if I pick up new interests over time.

On summer plans: In November, a friend invited me to an event at the medical school. At first, I felt out of place among all the graduate students. But I struck up a conversation with a Yale professor and found out that years ago he was also a first-year in TD! We got to know each other better, and I later interviewed to join his lab this summer, where I’ll be working on cutting-edge immunology research. I’m studying a process that allows immune cells to produce diverse antibodies to fight different pathogens. I’m excited to apply concepts I’ve learned in class to this project.

Preorientation Programs
Several optional preorientation programs give new students a chance to meet each other prior to the formal First-Year Orientation.

Cultural Connections
(CC) introduces first-years 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.

FOCUS on New Haven
takes first-years on a six-day exploration of the urban landscape within and beyond the Yale campus.

First-Year 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 upper-level students who have extensive training in keeping FOOTies safe and healthy in the backcountry.

Harvest begins at the Yale Farm, and then groups of first-years led by upper-level students 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 by familiarizing them with academic and social life at Yale. It is organized and led by international upper-level students with support from the Office of International Students and Scholars.

First-Year Counselors
The First-Year Counselor (FroCo) Program was established in 1938 and has been an intrinsic and essential component of Yale’s advising system for first-years 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 first-years except those in Timothy Dwight, Benjamin Franklin, Pauli Murray, and Silliman live together on Old Campus during their first year, and FroCos live among them. (First-years are grouped in Old Campus residences by college affiliation, which allows all first-years no matter their college affiliation to get to know each other.)

Aïssa Guindo
Hometown
I move a lot, but right now, Montreal, QC
Anticipated Major
Cognitive Science



- Classes**
- > Calculus of Functions of One Variable I
 - > Elementary Korean I & II
 - > Introduction to Cognitive Science
 - > Selfhood, Race, Class, and Gender Studies
 - > Introduction to Microeconomic Analysis
 - > Introduction to Psychology
 - > Shakespeare and Music
- Activities**
- > Mixed Company (a cappella)
 - > Actress in *Dreamgirls* (Fall Mainstage Musical) and *In the Heights* (Yale Drama Coalition)
 - > Yale Children's Theater
 - > Voice lessons at Yale School of Music
 - > Yale Wellness Study

“I’ve found a home in the thriving arts community here and learn as much in rehearsal as in lecture halls. I recommend looking into the hundreds of student groups — or starting your own!”

On preorientation: I loved Cultural Connections, an amazing way to be introduced to cultural communities at Yale while making great friends right off the bat.

On adjusting: I’ve never gone to the same school for more than three years, so I knew college would be a big adjustment. A pleasant surprise was the diversity of experiences of the students. Discussing differing political views in our hometowns at dinner, drafting a statement on integrating senior a cappella groups with Mixed Company, and participating in meaningful conversations at the

cultural houses have been some of my favorite experiences.

On summer plans: I’ll be interning at a pharmaceutical company in Seoul. Thanks to résumé-building resources at the Office of Career Strategy and Yale fellowship funding, I’ll gain hands-on experience working in the intersection of science and human resources at a major company, while practicing the language skills I learned in L1 and L2 Korean. Then I’m back on campus as a Cultural Connections counselor — coming full circle at the end of my first year at Yale.

A Monday in the life of

- 9:00 am** • Wake up, shower, and dress. I usually heat some tea and grab a granola bar for the road.
- 9:50** • Wake up my suitemate with my Pump Up Song of the Day.
- 10:15** • Catch the Yale Shuttle to the Watson Center for Korean.
- 10:30** • After a quick vocab quiz, we jump right into new material with the help of dictations, cultural lessons, and even some K-pop songs and dances.
- 11:30** • Lunch in Pauli Murray. I grab a table in the back and review class notes, or chat with friends coming down from Science Hill to eat.
- 12:00 pm** • Head to the Sterling stacks to do readings or work on Econ P-sets. Sometimes I take a break to read poetry scrawled on the walls of different study carrels.
- 1:00** • Intro to Psych. Even though it’s a huge lecture, I always have time after class to talk with my professor about the material, or sometimes chat about a cool optical illusion I saw online.
- 2:30** • Shakespeare and Music in Stoeckel Hall, a beautiful building to set the scene for this engaging First-Year Seminar.
- 3:45** • Back to Old Campus to take a nap, watch Netflix, or chat with friends in my entryway. Then I go to a friend’s suite to do some more homework for the week.
- 5:30** • Early dinner in Branford with my wonderful FroCo group.
- 6:30** • Usually rehearsal for a Dramat/YDC/YCT show, a busy time in the day depending on how close we are to show week, but always exciting.
- 8:30** • Mixed Company rehearsal. As we go through our repertoire and work on learning new songs, I feel myself relaxing. I’m currently working on my own arrangements for the group, so after rehearsal some upper-level students help me work on the sheet music.
- 10:00** • Back to Vanderbilt to drink tea with suitemates and finish the last of my homework. I often stop by my FroCo’s suite to say hi and grab a snack.
- 1:00 am** • Choose tomorrow’s Pump Up Song of the Day and head to bed.

Madeleine Freeman
Hometown
Oklahoma City, OK
Anticipated Major
History (I’m also pre-med)

“From tough and rigorous courses, to an amazingly diverse population, to Bulldog pride at the Yale-Harvard football game, Yale never disappoints.”



On advising: I’ve been amazed by the amount of support I’ve received at Yale. My adviser was very helpful when it came time to choose classes and think about summer plans. She advised me to think about the future but focus on the now and find what would be best for me currently, which was something I definitely needed to consider. And whenever I was going through a difficult time, my sweet and caring FroCo was there to talk me through my problems. He has truly become one of my best friends.

On suitemates: Living with my three awesome suitemates has been really easy, whether we’re planning

fun times over hot chocolate or discussing how classes are going. I did not expect to find such wonderful people whom I would trust as much as I do. They are truly a group of women I can ground myself to when times get tough.

On summer plans: My plans are still in the works. I’ll either use Yale’s Domestic Summer Award (DSA) to work as an intern with the Chickasaw Nation Arts and Humanities Department or take Physics at the University of Oklahoma and hang out with my friends and family.

A Thursday in the life of

- 9:45 am** • Wake up and get ready for the day.
- 10:20** • Make the trek up Science Hill for Gen Chem.
- 11:20** • It’s just a short walk through Sterling Chemistry Lab to my Chem discussion section.
- 12:20 pm** • Lunch with a friend at Ben Franklin College, where I reenergize with great pizza and a nice serving of broccoli.
- 1:15** • To York Street for my history seminar on Native American studies, one of my favorite topics to discuss and hear other opinions on.
- 3:30** • Out of class and back to my suite for a quick nap.
- 5:30** • Meet up with a friend to grab some dinner.
- 7:30** • Hang out at the NACC and work on essays.
- 10:30** • Back in my room to do some interesting readings for my Sound seminar on Tuesday.
- 12:00 am** • A quick phone call to a family member or friend back home to see how things are going — and to catch up on the latest gossip.
- 1:00** • Turn off the lights and hit the hay!

- Classes**
- > General Chemistry I, II, & III
 - > General Chemistry Lab I
 - > Colonial Period American History
 - > Introduction to Psychology
 - > Race, Class, Gender, and American Cities
 - > American Indian History since 1890
 - > Writing Seminar: Sound
 - > Painting Basics: Oil
- Activities**
- > Blue Feather Drum Group
 - > Association of Native Americans at Yale (graphic designer)
 - > First-Year Liaison at the Native American Cultural Center (NACC)
 - > Taking Choctaw language classes in the Native American Language Project

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 Yale art historian Vincent Scully, Rogers

transformed Yale into a loose association of "little paradises."

Even before first-years arrive they are assigned to one of Yale's fourteen 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.

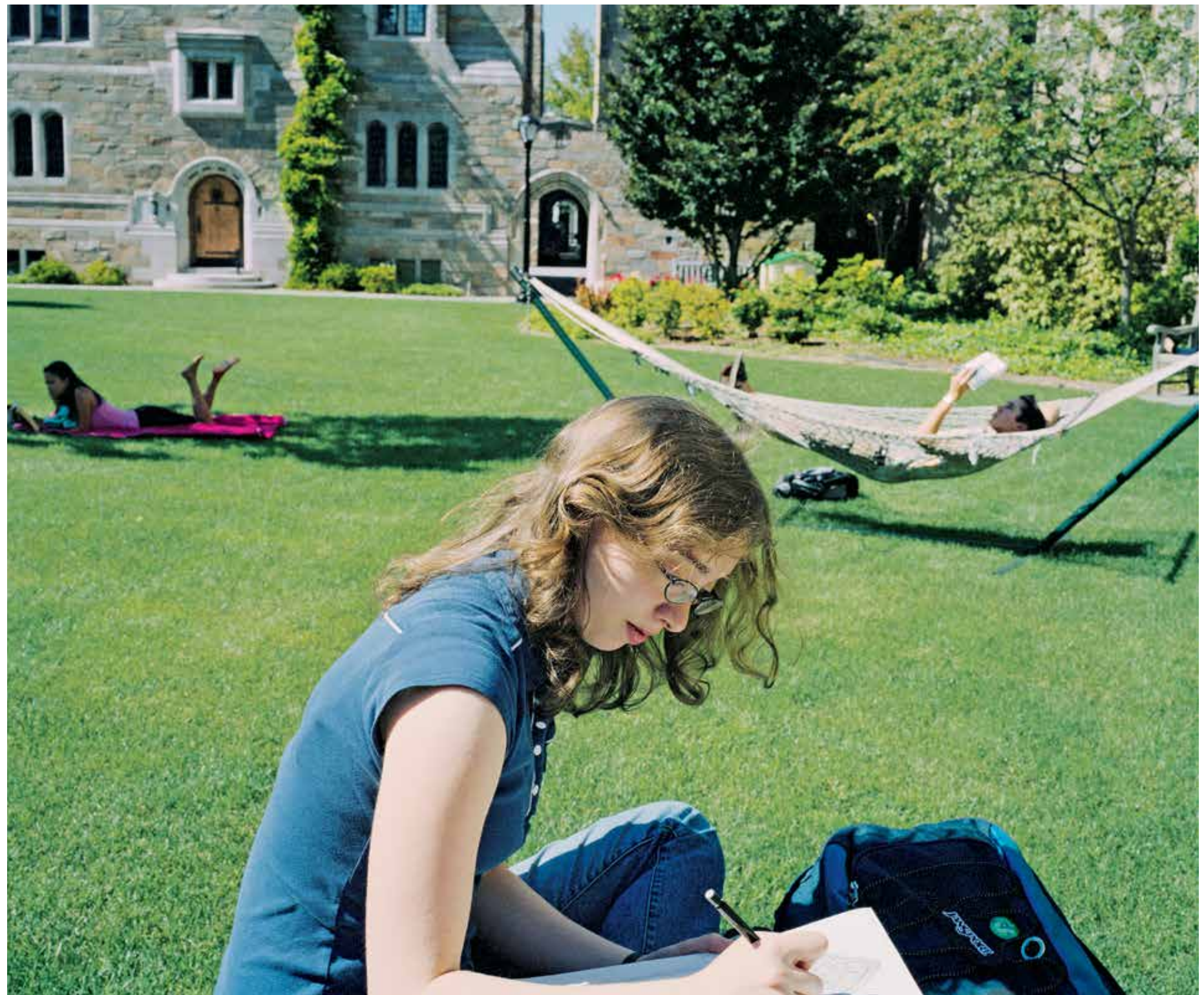
Yalies identify with their college throughout their lives, meeting one another in far-off places not only as an Eli but as a Saybrugian, Sillimander, or Morsel as well. A truly little-known fact is that while students always have the option of switching colleges throughout their years at Yale, scant few do. Read the over-the-top boosting by members of each college in the first-year 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 fourteen colleges opened.



Home Suite Home

Most first-years live in suites in which four students occupy two bedrooms and share a common living room. After the first year, there are multiple possible living 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 Pierson College.



Yale in Miniature.
(A tour of Morse College)

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.



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.



FLOOR 1 Art Gallery

Artistic Morsels can exhibit their latest work in this sophisticated venue.

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 piano.

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 Angie Gleason lives in the Morse Dean's Apartment, with a beautiful view of the *Lipstick* and happily close to both the buttery and the gym.



FLOOR 2 Head of College's Office

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

FLOOR 1

Morse House

Catherine Panter-Brick is joined in Morse College by her husband, Associate Head of College Mark Eggerman, and their sons, Dominic and Jannik.



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."



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 four-course dinner for friends or just heating some ramen.



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*.



A Head Start.

What really makes a residential college a college versus simply a place to live is that each has its own dean and head of college—adults living among students in microcosms of Yale College as a whole. The head of college is the leader of the 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. Head of Morse College Catherine Panter-Brick is a professor of Anthropology, Health, and Global Affairs and, like all heads of college, preeminent in her field. "I love my college: it's a family," she says. "I'm with students in the dining hall, on the sports field, in the dance studio, and for events in my own house. This has definitely given me a multidimensional

appreciation of student life. It's changed the way I teach because I now share with students more than the classroom experience, so I make my relationships with students as personal as possible."

"In a residential college, students grow as a community, and my role is to care for this community: to create a welcoming space, to show love for college life, to pay attention. When life is stressful, students find support and comfort in a close-knit community, and when life is wonderful, fellow Morsels are happy to share their excitement. By providing a consistent space where we are present in each other's daily lives, the residential college serves as an anchor point for how students navigate four years of university life."



Catherine Panter-Brick, a professor of Anthropology, Health, and Global Affairs, has been the Morse head of college since July 2015. She teaches courses on health equity and humanitarian interventions and publishes extensively on mental health, violence, and resilience in adversity, having directed more than forty interdisciplinary projects situated in Africa, Asia, and the Middle East. She has coedited seven books, most recently *Pathways to Peace* (2014) and *Medical Humanitarianism: Ethnographies of Practice* (2015), and received the Lucy Mair Medal & Marsh Prize for Applied Anthropology, an award that honors excellence in the active recognition of human dignity.

Angela (Angie) Gleason has served as the dean of Morse since 2017. Her research and teaching focus on the legal and social history of early medieval Europe, primarily those areas outside the former Roman Empire. She is particularly interested in how kinship-based societies organized and kept order within customary legal systems, and, perhaps more interestingly, how they spent their leisure time. Among the seminars she has taught are *Civilization of the Early Medieval West*; *Brehon Law*; *Language and Society of Early Ireland*; and *the History of Sport*. As a lecturer in History, she encourages students to work with primary sources to investigate and understand early societies in their own words. Her seminars are also often writing-intensive, with the aim of helping students develop the analytical skills to write well-reasoned, well-supported, and persuasive academic arguments.



A Dean of One's Own.

Residential college deans serve as chief academic and personal advisers to students in their colleges. Morse College Dean Angela Gleason says the college system offers a genuine and stable community in a world of constant but often virtual contact. The college system provides a means for students to develop connections and relationships not just in class but at dinner, at social events, and in the many common spaces of the college such as the buttery, the library, and the courtyard.

Whenever she can, Dean Gleason attends concerts, shows, and athletic competitions. "Perhaps because I grew up in a small community, I'm inclined to be an avid and loyal fan, whether as a spectator at an athletic event, an audience member at a student

concert, or a participant in IMs. It's a pleasure to live and work within the college, and a true privilege to assist in the challenges and share in the accomplishments that happen every day." But advising is the foundation of her job.

"I advise students on nearly every aspect of their academic life, from selecting courses to choosing a major to taking advantage of the seemingly limitless opportunities at Yale, such as study abroad programs and fellowships," says Dean Gleason. "I'm also a personal adviser to students, especially when things get in the way of academics, such as illness, loss, conflicts with roommates, and, perhaps most commonly, when hard work and the desire to do well don't lead to the results the student expected."

Debate *This.*

(Pierson Dining Hall conversations in progress)

Meghanlata Gupta and **Ethan Brown** are comparing their research experiences and debating the ethics of informing human research subjects about how their data might be used and shared. Ethan relates the issue to our expectations of privacy on social media platforms.

Students **Malini Wimmer** and **Hannah Armistead** are talking with Professor **Sandy Chang**, associate dean for science education, about paths to medical school for students who major in the humanities and social sciences.






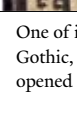




















First-year students **Tasnim Islam**, **Claudia Meng**, and **Diego Meucci** are talking about their plans for going abroad during the summer. Tasnim writes for the *Yale Globalist*, which is sponsoring a reporting trip to Rwanda to research girls' education. Diego is getting recommendations for his upcoming French language program from Claudia, who has dual citizenship with France.

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
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
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
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 	Annual Louisiana crawfish boil and Cajun music ball; Take Your Professor to Dinner Nights 
Timothy Dwight a.k.a. TD		Georgian; opened in 1935	Dumpling Night; pumpkin carving and gingerbread baking; TD art studio gallery shows	TD's motto and cheer is "Åshe!" which means "We make it happen" in Yorùbá
Jonathan Edwards a.k.a. JE		Collegiate Gothic; opened in 1933	Hundreds of tulips planted each year; Culture Draw, a raffle of tickets to Broadway and beyond	Great Awakening Fall Festival; the formal Spider Ball; JE SUX!
Benjamin Franklin		Collegiate Gothic; opened in 2017 	<i>The Papers of Benjamin Franklin</i> , edited and published by Yale scholars, have reached 43 volumes, with four to go	Mural painting in the basement; the bike repair shop, ideal for our location next to the Farmington Canal Greenway
Grace Hopper		Collegiate Gothic; opened in 1933	The Cabaret in the basement, with hugely popular student shows	Trolley Night: Clang, clang, clang goes the party
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 	Great Morse Easter Egg Hunt; Italian Night with espresso, tiramisu, and an Italian film
Pauli Murray		Collegiate Gothic; opened in 2017 	Our namesake was a scholar, lawyer, and civil and women's rights activist who helped change the landscape of opportunity in the U.S.	Our college mascot, the Lemur; the MY talent show; and our own sprung-floor theater
Pierson		Georgian; built in 1933 	Our traditional letterpress print shop, with six presses and 1,000+ cases of hand type	Tuesday Night Club; our cheer: P is for the P in Pierson College, I is for the I in Pierson College...
Saybrook		Collegiate Gothic; completed in 1933	We're in a chase scene in <i>Indiana Jones and the Kingdom of the Crystal Skull</i> ; our own recording studio 	Most recent Tyng Cup champions; always respond "Saybrook!" when asked, "Say what?"
Silliman		Varied: Collegiate Gothic, modified French Renaissance, Georgian; completed in 1940 	Biggest college; biggest courtyard; our own handbell group, The Silliringers	Sillifest, a year-end carnival; The Acorn, a sustainable café with specialty goods
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; sidewalk Parisian bistro in the spring
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)

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 Flag Football Volleyball Pickleball Soccer Cross Country Table Tennis	Coed Coed Coed Coed Coed Men, Women Coed
Winter	Hoops Volleyball Broomball Inner-Tube Water Polo Bowling Swim Meet	Men, Women Coed Coed Coed Coed Coed Coed
Spring	Dodgeball Badminton Soccer Indoor Soccer Ultimate Golf Spikeball	Coed Coed Coed Coed Coed Coed Coed

More than Oolong.

(College Teas)

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



Recent guests

Trumbull Lois Lowry, author of *The Giver*; Joan Acocella, dance and book reviewer for *The New Yorker*; Biz Stone, co-founder of Twitter; Karen Diver, former chair of Fond du Lac Band of Lake Superior Chippewa.

Branford Ai-jen Poo, director of National Domestic Workers Alliance; Robert Pinsky, former U.S. poet laureate; Chris Bridges, a.k.a. Ludacris, rapper and actor; Ira Helfand, co-founder of Physicians for Social Responsibility.

Silliman Nihad Awad, activist and CEO of Council on American-Islamic Relations; David France, founder of the arts-for-

social-change initiative Revolution of Hope; Tiffany Pham, founder and CEO of Mogul; Evan Wolfson, gay rights advocate.

Ezra Stiles Amitava Kumar, author and journalist; Benjamin Grant, visual artist and founder of Daily Overview; Angélique Kidjo, singer-songwriter and activist; Eli Kintisch, science journalist and author of *Hack the Planet*; Cherrie Moraga, poet and playwright.

Davenport Ruth Bader Ginsburg, Associate Justice of the U.S. Supreme Court; Conchita Cruz, founder and co-director of Asylum Seeker Advocacy Project; Erin Morley, Metropolitan Opera singer; Daniel Ziv, documentary filmmaker and social justice advocate.

Timothy Dwight TwoSet Violin, comedy music duo and YouTube sensation; Deqo Mohamed, physician and CEO of DHAF in Somalia; Clemantine Wamariya, author of *The Girl Who Smiled Beads*; Rahul Pandita, conflict journalist.

Grace Hopper Leigh Bardugo, author of *The Grisha Trilogy*; Michael Twitty, food blogger; Claudia Rankine, author and poet; Nevline Nnaji, director of *Reflections Unheard: Black Women in Civil Rights*.

Morse Roberta Gatti, World Bank economist; Kevin Olusola, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Lauren Gallo, head of talent marketing for Snapchat.

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 first year. They realized they all played instruments and started a band called Suite Spot.

Lamthran
“**Hanoi**”
Hantrakul

(above center)
Hometown
Bangkok, Thailand

Majors
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



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.

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.

“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 first 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 First-Year 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 the first week of their first 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)

A Force for Change

Senior Ashtan Towles was featured in the first episode of Netflix’s *Taking Up Space* series on its “Strong Black Lead” Facebook channel. Towles, a Political Science major and member of the a cappella group Shades, said the series “demonstrates that progress comes as a result of people coming together and demanding the change they seek.”

Outstanding Research

Junior Valerie Chen won the top undergraduate ACM Student Research Competition prize for her poster, “Experimental Multi-Party Computation on Real Data Using SPDZ.” And Michihiro Yasunaga, a senior double majoring in Computer Science and Mathematics, was one of four winners of the 2019 Outstanding Undergraduate Researcher Award from the Computing Research Association. His research centers on natural language processing and machine learning.

Bulldog Bash

The inaugural Bulldog Bash party on Old Campus welcomed the Class of 2022 and provided an opportunity for returning students to catch up with friends and meet the first-years. Live music, snacks, pizza, and sangria and beer for students over 21 were highlights of what will be an annual event celebrating what’s best about social life at Yale: the people.

30 Under 30

Sophomore Ziad Ahmed, who as CEO of JÜV Consulting divides his time between New Haven and New York City, was named a Forbes “30 Under 30” entrepreneur. Ahmed is cofounder of the company, which provides advice and ideas from a Generation Z perspective to companies, non-profits, and campaigns.

Fed Challenge

Taking their studies of monetary policy and the U.S. economy from the theoretical to the practical, the team of seniors Sienna Gough, Rohit Goyal, and David Rubio, and juniors Ramiz Colak and Lydia Wickard—all majoring in Economics—won the Federal Reserve’s fifteenth annual College Fed Challenge in Washington, D.C.

Affordable Yale

Nearly 200 juniors, sophomores, and first-years on financial aid received an inaugural Yale Domestic Summer Award. The award’s \$4,000 stipends allowed them to pursue unpaid internships with 174 unique organizations and artists in 33 states and tribal nations.

Across the Pond

Five seniors—and two recent Yale College grads—were named Rhodes, Gates Cambridge, and Mitchell scholars, among the most coveted awards for postgraduate study. As Rhodes scholars

at Oxford, Global Affairs major Rayan Alsemeiry will pursue an M.Phil. in international relations; Eren Orbey, a double major in Computer Science and English, will study for master’s degrees in global and imperial history and in world literatures in English; and Riley Tillitt, a double major in History and Ethics, Politics, & Economics, will pursue master’s degrees in public policy and in criminology and criminal justice. As a Gates scholar at Cambridge, History major Fernando Rojas will work toward an M.Phil. in Latin American studies. And senior Political Science major Makayla Haussler, a Mitchell scholar in the program’s twentieth-anniversary class, will pursue a master’s degree in the gender studies program at University College Dublin.

The Poetry Beat

First-year poet Kinsale Hueston was one of 34 “People Changing How We See Our World” in a special issue of *TIME* magazine on “The Art of Optimism.” Hueston, an enrolled member of the Navajo Nation, was named a National Student Poet in 2017.

Inaugural Fellow

Senior David Yaffe-Bellany is one of two Yalies named to the inaugural class of journalism fellows at the *New York Times*. An English major and former managing editor of the *Yale Daily News*, Yaffe-Bellany will serve as a business reporter for the *Times*.

Blast Off!

A team from the Yale Undergraduate Aerospace Association was chosen by NASA as one of sixteen across the country whose CubeSat research satellites will be flown into space as auxiliary payloads on space missions in 2020–22. Yale’s Bouchet Low-Earth Alpha/Beta Space Telescope (BLAST) will map the distribution of galactic cosmic radiation, providing insight into the origins of the universe.

Boola Boola

The Volleyball team won its seventh Ivy title in nine years and swept the Ivy awards, with junior Frances Arnautou named Player of the Year, senior Kate Swanson Defensive Player of the Year, and first-year Ellis DeJardin Rookie of the Year. The men’s Basketball team defeated Harvard to win the Ivy championship; and junior Miye Oni was named Ivy League Player of the Year. The Gymnastics team claimed the Ivy title for the second year in a row, with first-place finishes by senior Jessica Wang, junior Jade Buford, and sophomore Jacey Baldovino. Senior Bella Hindley of the women’s Swimming and Diving team broke the Ivy League record in the 100-yard backstroke and set meet records at this year’s Ivy championship in the 50- and 100-yard freestyles. Senior Nicky Downs of the men’s Soccer team signed a professional contract with the U.S. Soccer League’s newest team, the Hartford Athletic. First-year forward Camilla Emsbo of the women’s

Basketball team was named Ivy League Rookie of the Week a record five times this season. And fellow first-year Nathan Chen won his third consecutive national title at the U.S. Figure Skating Championships and successfully defended his world title in Japan. As last year’s edition of this viewbook went to press, the men’s Lacrosse team, led by senior captain Ben Reeves—a first-team All-American for the third straight season—defeated Duke to win the NCAA national championship. And Heavyweight Crew won its second straight national title.

Students First

The students—mostly sophomores—in William Nordhaus’s Intermediate Macroeconomics course met him with flowers and cheers on the morning he won the Nobel Prize in Economics for his work on environmental economics. Professor Nordhaus, who is himself a Yale College graduate, postponed his first Nobel press conference so as not to miss the class meeting.

Filmmaking Kudos

120 Years, by senior Lukas Cox, sophomore Matt Nadel, and junior Keera Annamaneni, won Best Short Documentary film at the annual Pan African Film Festival in Los Angeles. It tells the story of New Haven native Scott Lewis, who was wrongfully convicted of homicide and served almost twenty years of a 120-year sentence before his exoneration and release in 2014.

The latest stats on who goes to Yale

1,578	27%
Class of 2022	major in the Arts and Humanities
50	35%
states + D.C. and Puerto Rico	major in the Social Sciences
57	38%
countries	major in STEM
50%	99%
men	of first-years return sophomore year
50%	96%
women	graduate within five years
47%	84%
minority students	live on campus
11%	59%
international students	have jobs on campus
18%	14%
will be the first in their family to graduate from a four-year college or university	have double majors
65%	47%
from public schools	participate in community service
35%	80%+
from private or parochial schools	participate in inter-collegiate, club, or intramural athletics
64%	59%
receive financial assistance	of recent graduates pursue an advanced degree within five years
20%	
are Pell Grant recipients	
95%	
ranked in the top tenth of high school graduating class	

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

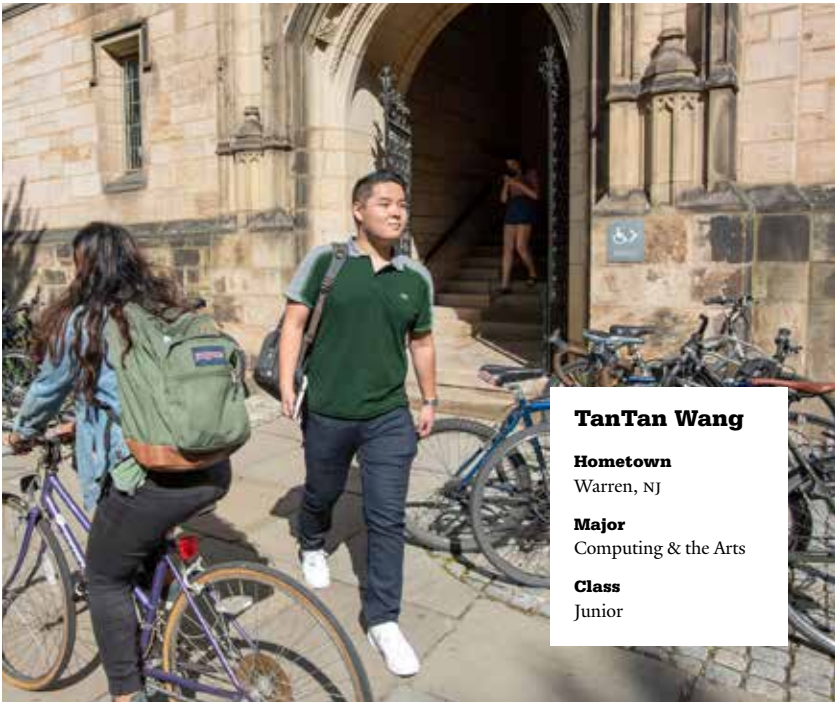
Blue Booking.

(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” at the start 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.



TanTan Wang
Hometown
Warren, NJ
Major
Computing & the Arts
Class
Junior

Sunday

Evening
I’m just back in New Haven from a retreat with my a cappella group, the Yale Spizzwinks(?), and it’s great to finally see my Saybrook College suitemates again and catch up on what everyone did over the summer. Some of us held internships in New York, while others traveled abroad for language study. We are a pretty diverse bunch – half of us play on an athletic team, and the other half participate in the Naval ROTC program.

Monday

10:30 am
I hop across the street from Saybrook to the Loria Center for a class called **Asian American History**. As the lecture begins about what it means to be Asian American, I’m instantly hooked.

11:30 am
Next I sit in on **Information Security in the Real World**. It seems really interesting, covering topics that range from cryptography to social engineering to security breaches! Our professor will be inviting a few guest speakers over the course of the semester, including the former deputy director of the National Security Agency and a guest from Microsoft’s Digital Crimes Unit. And since the Blue Book is online, I was able to find out that a bunch of my friends are taking the course as well.

12:45 pm
I grab lunch with friends at Saybrook and learn about another interesting class, **The Screenwriter’s Craft**. But I don’t think I’ll be able to fit it into my schedule. Oh well, maybe next year!

1:30 pm
At the School of Art, I check out **Typography**, a fascinating studio class that I’ll be taking for my major, Computing & the Arts. The first project of the semester involves working on visual arrangements of type by hand.

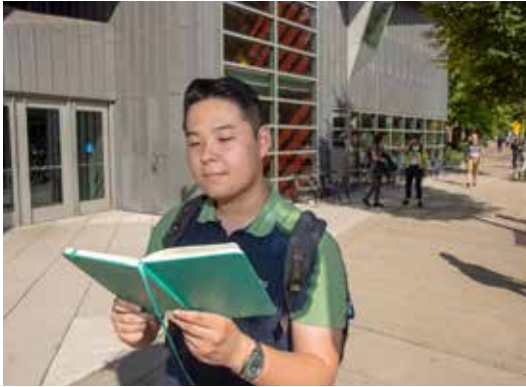


Evening
After dinner and rehearsal with the Spizzwinks, I take a last look at my schedule for tomorrow. It’s pretty straightforward, but I just want to be sure.

Tuesday

9:30 am
I’m back at the School of Art to shop **Introduction to Graphic Design**. Even though this is an introductory studio course, it’s still very intimate. I enter the room to find about fifty people shopping the thirteen-person class. We all have to do a brief assignment as a way for the professor to determine who will make it into the class.

1:00 pm
After a quick lunch, I get to work on the assignment: our professor wants to see what we can do with a few



sheets of paper and a pair of scissors. The prompt asks us to create four compositions, one embodying “Order,” one “Chaos,” one “Public,” and one “Private.” The rules are straightforward: we have to work in a predetermined grid in 90-degree angles, but we can vary the length and thickness of our lines. With limited space in the course, I’ve got to do a good job!

Evening
It’s been a long time since we’ve all been together, so my suitemates and I go to a favorite local restaurant to celebrate the official start of a new semester. After dinner, rehearsal continues for the Spizzwinks. I stay a little late to rehearse a dance with a few other ’Winks that we put in for one of our songs, Marvin Gaye’s “I Heard It through the Grapevine.”

Wednesday

9:00 am
Wednesday morning is a repeat of Monday. After breakfast with my suitemates, I get ready for the second meetings of **Asian American History** and **Information Security in the Real World**.

12:30 pm
I head back to central campus for lunch with a few friends.



Art Seminar, a required course for my major that I’m excited to take. It addresses the role of art in visual culture and other topics in art history.



8:50 pm
I sprint to Dwight Hall on Old Campus for the big a cappella rush event, known as Dwight Jam. After new students listen to each group perform, they rush to sign up for auditions. I’m a rush manager for my group, so I stay until the very end.

Late night
It’s been a long night’s work, and I head over to the always open Good Nature Market with the other rush managers to grab a sandwich. Then off to bed!

Thursday

8:00 am
I wake up to an email saying that I’ve made it into **Introduction to Graphic Design**! Once I finish rejoicing at breakfast, I head

to Science Hill to check out another class, **Computer Graphics**. It introduces mathematical concepts related to two- and three-dimensional computer graphics, and it’s an important course for my major. But its meeting time overlaps with **Introduction to Graphic Design**, so I can’t take both.

10:30 am
Deciding to save **Computer Graphics** for next year – that’s the beauty of shopping period! – I confirm my spot in **Introduction to Graphic Design** and settle in for the second class meeting.

9:00 pm
After a Spizzwinks rehearsal, some friends and I catch a movie at the local theater. It’s one we promised over the summer to see together.

Friday

9:30 am
I run around getting my schedule signed by my academic adviser and my residential college dean. In the end, I’ve decided to register for **Asian American History**, **Junior Art Seminar**, **Typography**, **Information Security in the Real World**, and **Introduction to Graphic Design**.

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.

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	MATH 242 Theory of Statistics DL 220		MATH 242 Theory of Statistics DL 220		MATH 242 Theory of Statistics DL 220
10am					
11am	HIST 165 The American Century LC 102	PLSC 267 Bioethics and Law SLB AUD	HIST 165 The American Century LC 102	PLSC 267 Bioethics and Law SLB AUD	
12pm		AMST 234 Spiritual But Not Religious GR109 ROSENFELD	ENAS 110 The Technological World DL 220	AMST 234 Spiritual But Not Religious GR109 ROSENFELD	ENAS 110 The Technological World DL 220
1pm		PSYC 110 Introduction to Psychology SLB AUD		PSYC 110 Introduction to Psychology SLB AUD	
2pm			HUMS 237 Liberalism WLH 011		
3pm	AFAM 186 Contesting Injustice WTS AS1		AFAM 186 Contesting Injustice WTS AS1		

Shopping schedule for Wednesday 9/5

9:25-10:15 Vietnam War LUCE 101

10:30-11:20 Eastern Europe since 1914 WLH 119

10:30-11:20 American Cultural Landscapes RST

11:35-12:35 Philosophy of Religion WLH 119

11:35-12:35 World Performance BAC AUD

1:00-2:15 Intro to Psych SLB AUD } prereq.

2:00-2:35 Intro Econ SSS 114

1:30-3:20 America in the Middle East, 1978-2009 WLH 201

1:30-3:20 History of Christianity, 200-1500 Posenfeld

3:30-5:20 Ethics and the Media & Prospect 121

3:30-5:20 Bible as Literature H&S 217B seminar

10:50-11:25 Europe in Total War SSS 114

11:35-12:25 American Photographs SSS 218 TBA

11:35-12:25 MATH 112 (Calc) COM 215

11:35-12:25 Islamic Near East: Mohammad to Mongols RPR 97 A002

11:35-12:25 Intro to Ancient Greek History WLH 201

2:20-3:10 Screenwriter's Craft TBA

3:30-5:20 Chinese Art and Archaeology Coria 258

Important To Do

• Advisor signature (send email)

• Turn in schedule (9/6)

Additional Courses

• Politics of American Public Policy

• American Sign Language

• Contesting Injustice

• China in the World

Distributional Req.

HU 1

SO 11

SC

QR 1

WR 1

C

Take placement test

Prioritization

SHOPPING PERIOD!

Essential Heresies (T,Th 2:30-3:45) ✓

European Intellectual History (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) ✓

Stem Cells, Science & Politics (T,Th 9-10:15) ✓

Engl 129 (European Lit. Traditions) ✓

First Order Logic (T,Th 2:30-3:20) ✓

CHNS 115 (M-F 10:30-11:20, 9-25-10:15) ✓

Intro PSYCH (M,W 1:00-2:15) ✓

International Ideas & Institutions ✓

Intro Political Philosophy (T,Th 11:35-12:25) ✓

9-10:15 Stem Cells, Science & Politics (SC, W) ✓

10:30-11:20 Intro to Philosophy (HU) ✓

11:35-12:25 Intro to Political Philosophy (SO) ✓

11:00-2:15 Con Law (SO) ✓

2:30-3:20 First Order Logic (WR) ✓

3:30-5:20 Hitchcock (T) ✓

Chinese (10:30, 9:25, 11:35) ✓

Engl 129 (Mon) ✓

Need: 1 (SO) credit 1 (WR) credit 2 qr? next semester

Also taught next semester

Contemporary Challenges

Crime & Punishment (SO)

Europe in the H&S

Intro to Nietzsche

1-2:15 Intro to Philosophy

3:30-5:27 The Law (WR)

PSYC 233

Euro Int. History Since Napoleon

CHNS 119

Intro to Political Philosophy

First Order Logic

Hitchcock

Crime & Punishment

Religion in Hist (Seminar)

UN

PSYC 110a

First-Year Seminars are small classes just for first-years, 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 first-year 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 As one of the world’s foremost research universities, Yale offers countless opportunities for independent undergraduate research projects. Students in the science and engineering disciplines can begin conducting original research as early as their first year through access to Yale’s more than 800 faculty laboratories in 50+ degree-granting programs in the Faculty of Arts and Sciences, Yale School of Medicine, and Yale School of Forestry & Environmental Studies. And First-Year Summer Research Fellowships annually provide support for more than 100 science and engineering first-years.

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 52–55)

Summer Awards Yale’s Domestic Summer Award (DSA), which supports undergraduates on financial aid who are pursuing unpaid arts apprenticeships or internships with nonprofits, NGOs, and government agencies, complements the International Summer Award (ISA)—unique in the Ivy League—which supports students on financial aid who pursue summer learning experiences abroad.

Yale awarded more than \$3 million in ISA funding alone last year. Every DSA recipient receives a \$4,000 stipend. The ISA stipend is capped at \$12,500.

Preparing for Medical, Law, or Business School Yale students have an outstanding record of admission to top medical, business, and law schools, but Yale College offers 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. The residential college dean serves as a student’s primary adviser for all academic and personal concerns. College deans live in residential colleges and supervise the advising networks in the college. Students also have a first-year adviser who is a Yale faculty member or administrator affiliated with the advisees’ residential colleges. Each academic department has a director of undergraduate studies (DUS) who can discuss the department’s course offerings and requirements for the major.

80+	3+3=breadth		1:1
Majors.	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).		Classes range from one-on-one tutorials to a small seminar to a lecture course of several hundred students.
6:1	81	First-Year Seminars in 2018–2019, each open only to fifteen or twenty first-years.	73%
Student-to-faculty ratio.			Of Yale College courses enroll fewer than 20 students.
2:1	26%		
Ratio of declared STEM majors to STEM faculty.	Enroll fewer than 10.		
2,000+			40
Courses offered each year in more than 70 academic programs and departments.			Approximate number of the 2,000+ courses that enroll more than 100 students.
44	1,197		
	International study, research, and internship experiences undertaken by Yale College students in 2017–2018.		
Languages offered to undergraduates, from Akkadian to isiZulu.	\$6,932,103		
1,000+	Fellowship and International Summer Award (ISA) funding for international study, research, and internship experiences undertaken by Yale College students in 2017–2018.		
	71%	84%	
Faculty members in Yale's Faculty of Arts and Sciences.	Of seniors in the most recent graduating class participated in international study, research, and/or internships while at Yale.	Medical school admission rate for Yale College graduates (national average, 41%).	

15,000,000+

Holdings in Yale's library, making it one of the largest university library systems in the United States.

200+	60+
<p>Summer fellowships for undergraduate science and engineering students each year.</p>	<p>Creative and performing arts grants awarded to student playwrights, dancers, writers, musicians, and filmmakers each semester.</p>
800+	24/7
<p>Science, math, and engineering labs at Yale College and the graduate and professional schools.</p>	<p>Hours the Center for Engineering Innovation and Design is open for student use.</p>
40%+	250,000+
<p>Percentage of Yale College students graduating with a STEM major who are women.</p>	<p>Objects in the permanent collection of the Yale University Art Gallery.</p>
36/8	99%
<p>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.</p>	<p>First-years who return sophomore year.</p>

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

*May be taken only as a second major.

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

1 School of Engineering & Applied Science Join fellow creators from across Yale in the Center for Engineering Innovation and 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 five 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 640.



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 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.



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, Deborah Berke.

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.

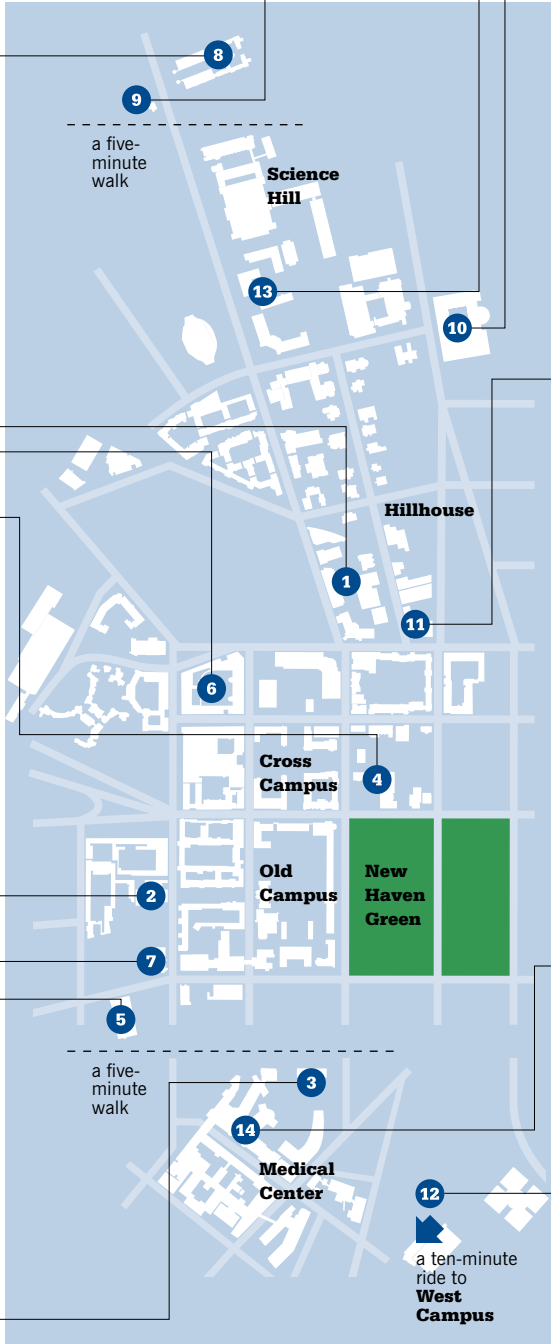
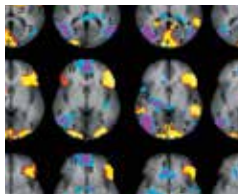
11 Graduate School of Arts & Sciences Continue conversations from graduate-level seminars over coffee and muffins at a nearby coffee shop during the renovation of the Hall of Graduate Studies as a central home for the humanities at Yale. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join undergraduates and graduate students in the Physics department for pizza and 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.

12 School of Nursing Nursing's home on West Campus is just a 10-minute ride on the Yale Shuttle. Its one-year GEPN program for college grads with no previous nursing education prepares them to pursue a master's in Nursing. GEPN students develop observational and auscultative skills at the Yale Center for British Art and the School of Music.

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 website to keep up with the many events happening each week.



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.



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 17 faculty members in Biomedical Engineering and we have about 30 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, the politics of nonviolence, and the political thought of M.K. Gandhi.

Recent Courses
Gandhi, King, and the Politics of Nonviolence; Directed Studies: Historical and Political Thought; Theories of Political Action; Advanced Topics in Modern Political Philosophy; Gandhi and His Critics

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 the Center for the Study
of Race, Indigeneity, and
Transnational Migration;
Head 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: Northern California, Race, and Mexican Americans* (2003) and *American Latinos and the Making of the United States* (2012), and he is currently writing a book on César Chávez. He is an editor of the Politics and Culture in Modern America series, a member of the *U.S. Latina & Latino Oral History Journal* advisory board, and chair of the National Historic Landmarks Committee.

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; Head
of Jonathan Edwards College

Professor Saltzman's research is motivated by the desire to create safer and more effective medical and surgical therapies. He focuses on tissue engineering and on creating better methods for drug delivery. He has published three textbooks and more than 250 research papers. In 2009 he was awarded Yale's Sheffield Teaching Prize for excellence in the classroom, and his course *Frontiers of Biomedical Engineering* is available worldwide through the online Open Yale Courses program.

Recent Courses
Physiological Systems;
Frontiers of Biomedical Engineering; *Biotransport and Kinetics*; *Physiology of Health*

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 first-year 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 First-Year Summer Research Fellowships that allow students to begin research early at Yale. My first summer I thought, 'Well, I'm going to get this first-year 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 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 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; *Biology, the World, and Us*; *Methods and Logic in Molecular Biology*



John Merriman
Charles Seymour Professor
of History

Professor Merriman teaches and writes about modern France, modern European history, and urbanization. Among his many publications are the second edition of *The Dynamite Club: How a Bombing in Fin-de-Siècle Paris Ignited the Age of Modern Terror* (2016) and the third edition of *A History of Modern Europe* (2009).

Recent Courses
European Civilization, 1648–1945; *Revolutionary France, 1789–1871*; *France since 1871*; *The Dark Years: Collaboration and Resistance in Vichy France*



David Bromwich
Sterling Professor of English

Professor Bromwich is an authority on Romantic and modern poetry and on the history of literary criticism. His books include *The Intellectual Life of Edmund Burke: From the Sublime and Beautiful to American Independence*; *Disowned by Memory: Wordsworth's Poetry of the 1790s*; *Moral Imagination: Essays; 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 Times Literary Supplement*, *The New Republic*, and *The New York Review of Books*.

Recent Courses

English Literature and the French Revolution; Directed Studies: Historical and Political Thought; American Imagination: From the Gilded Age to the Cold War (co-taught); Modernities: Literature in the Era of Tyrannies, 1919–1960 (co-taught); Shakespeare's Political Plays; The English Lyric, 1820–1920; Style, Purpose, and Persuasion in Literature; Lincoln in Thought and Action; 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 the head of 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



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. She is the author of *Between the Babylonian and Palestinian Talmuds; The Emergence of Judaism: Classical Traditions in Contemporary Perspective*; and *Gentile Impurities and Jewish Identities: Inter-marriage and Conversion from the Bible to the Talmud*. Her most recent book, *What's Divine about Divine Law? Early Perspectives*, won the 2015 National Jewish Book Award in Scholarship. Professor Hayes's *Introduction to the Bible* was published in 2012 by Yale University Press as part of the Open Yale Courses publication series.

Recent Courses

The Bible; Divine Law in Historical Perspective; Elementary Biblical Hebrew I; Biblical Interpretation: Midrash Seminar

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. He is also the author of three books, most recently *The Oxford Handbook of Spinoza* (2017).

Recent Courses

Introduction to Modern Philosophy from Descartes to Kant; Directed Studies: Philosophy; Meaning, Paradox, and Methodology; Reconsidering Rationalism; Action and Metaphysics

Professors Hayes and Della Rocca are married.

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.”

Marvin Chun

Dean of Yale College;
Richard M. Colgate Professor
of Psychology; Professor of
Neuroscience; former Head
of Berkeley College

Dean 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 him 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 papers and several books; several current projects focus on elucidating the evolution of *Viburnum*. He has helped to shape Yale's Department of Ecology and Evolutionary (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."

Biology, providing links among E&EB, the Peabody 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;
Principles of 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

Expanding Ideas of Time and
Space; University Physics;
General Physics Laboratory;
Modern Physical Measurement
(co-taught)

A Hands-On Education.

(And why six hands are better than two)

Senior design project teammates and Engineering majors **Joshua Ruck**, **Brigid Blakeslee**, and **Adam Goone** in the Center for Engineering Innovation and Design, where they developed

a tele-operated robotic arm for retrieving objects dropped off a boat or dock.

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 and Design, you will find that teaching and learning here are evidence-based, hands-on, and focused on inspiring a deeper engagement with the subject.



“For me, engineering demands an energizing combination of the creative and the concrete. We took theory that we’d learned through course work, made it our own by applying it to design development, and saw it all come to fruition as a working device — one that could improve someone’s quality of life. This is a great feeling.” *Brigid*

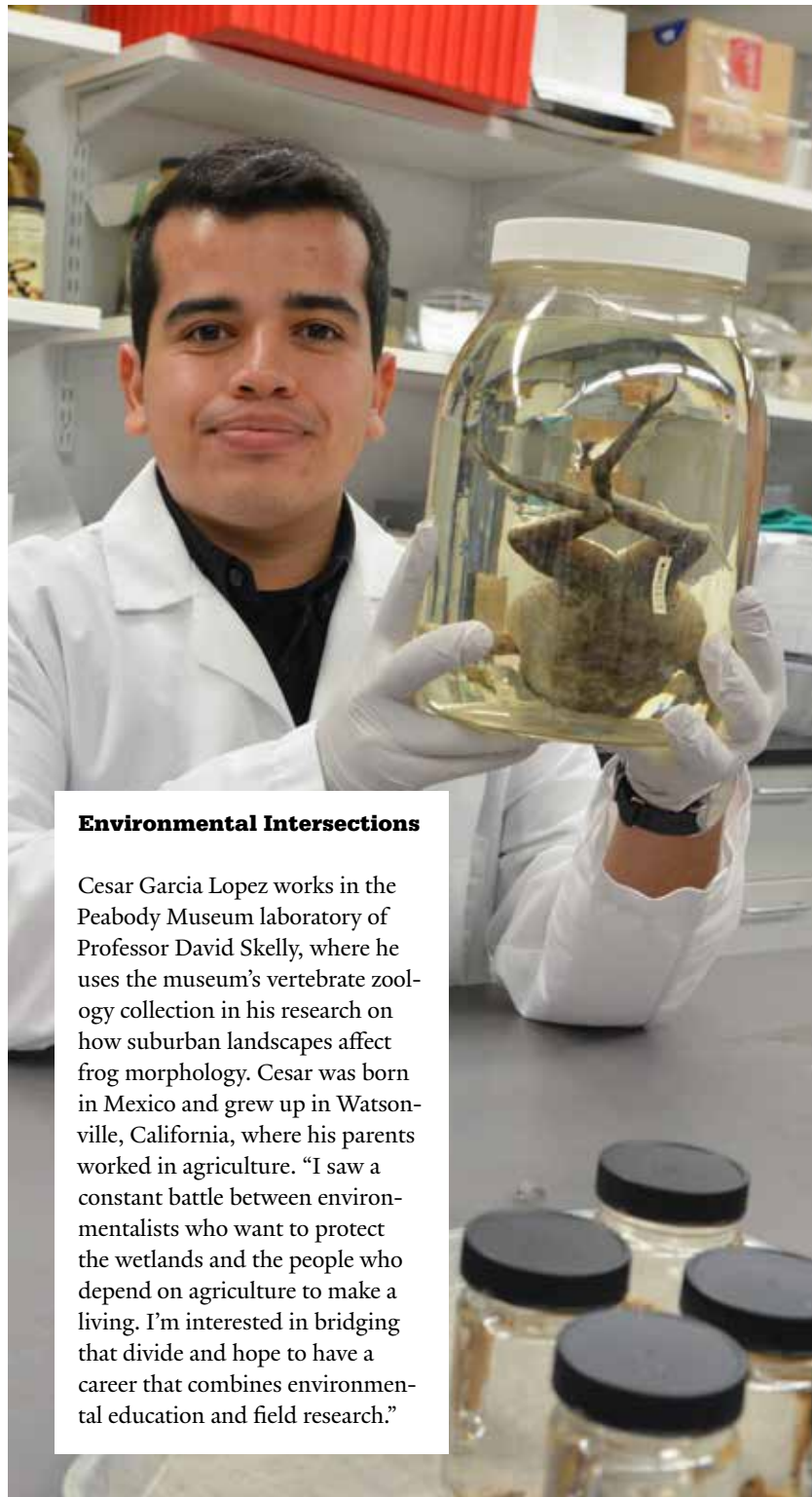
Next-Gen Knowledge.

(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.

Environmental Intersections

Cesar Garcia Lopez works in the Peabody Museum laboratory of Professor David Skelly, where he uses the museum's vertebrate zoology collection in his research on how suburban landscapes affect frog morphology. Cesar was born in Mexico and grew up in Watsonville, California, where his parents worked in agriculture. "I saw a constant battle between environmentalists who want to protect the wetlands and the people who depend on agriculture to make a living. I'm interested in bridging that divide and hope to have a career that combines environmental education and field research."



Eyes Wide Open

As a first-year, Alana Thyng planned to study French literature or Classics. But when she went to the Yale University Art Gallery (YUAG) to examine Greek vases for a course on Plato, Aristotle, and Euripides, she was immediately interested in the material aspect of history — "the way that objects provide a sense of what life was like in previous periods."

Alana became a History of Art major and had unique opportunities through Yale to work for a summer at the National Gallery of Copenhagen, study at the École du Louvre in Paris, and spend a

summer researching Oceanic art in England and Germany for her senior thesis. And as a fellow at the YUAG, she was able to design an avant-garde film installation for the exhibition *Everything Is Dada*. "It was an incredible opportunity to see my vision come entirely to life. These experiences have been vital in cultivating my skills as an art historian and in preparing me for the collaboration and practical planning necessary to complete projects in the workforce beyond college."

After graduation, Alana will be pursuing her passion for art at the auction firm Sotheby's in New York.

The collections of the **Yale University Art Gallery** number more than 250,000 objects representing Eastern and Western cultures from ancient times to the present. Recent exhibitions include *Modern Art from the Middle East*, celebrating the 175th anniversary of Arabic studies at Yale; *Japan's Global Baroque, 1550–1650*; and *Pompeii: Photographs and Fragments*.

Alana Thyng, an alumna of the Directed Studies program for first-years, dances with the Rhythmic Blue and Yaledancers groups on campus and is a staff photographer for the *Yale Daily News*.

Opposite page: At the **Peabody Museum of Natural History**, which recently celebrated its 150th anniversary, curators work with scientists around the world to advance our understanding of Earth's history, life, and cultures.

Junior **Cesar Garcia Lopez** has spent the past two summers in Tanzania, studying the impact of humans on wildlife; and in Panama, studying the chytrid fungus, an infectious disease that affects amphibians worldwide. On campus, he enjoys the community at La Casa Cultural, Yale's Latino cultural center. And as a member of Math and Science (MAS) Familias, he mentors a group of New Haven first graders studying snail habitats in a local nature preserve. Cesar plans to enroll in the joint-degree program with the School of Forestry & Environmental Studies and earn a Master of Environmental Management degree in a fifth year at Yale.



The **Beinecke Rare Book and Manuscript Library**, constructed of translucent marble that admits light but screens out the sun's damaging rays, is an internationally acclaimed center for research in the humanities.

Kwasi Enin sings with the Yale Glee Club and the Society of Orpheus and Bacchus, and will join the Yale Whiffenpoofs, America's oldest collegiate a cappella group, in his senior year. A pre-med student, he has also worked on several research projects at the School of Medicine.

Opposite page:

Wright Laboratory is home to a broad research program in nuclear, particle, and astrophysics, with state-of-the-art facilities for research on neutrinos and dark matter.

Outside of the lab, **Katherine Lawrence** took several language classes: 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.

Performance at the Beinecke

Kwasi Enin, who is majoring in Molecular, Cellular, & Developmental Biology, had never sung early music prior to coming to Yale. But when a friend and fellow a cappella group member suggested Grant Herreid's course Analysis and Performance of Early Music as a fun music elective that would help improve his sight-reading skills, he decided to dive in. Students in the class form the nucleus of the Yale Collegium Musicum, directed by Herreid.

The Beinecke Rare Book and Manuscript Library serves as both an academic resource and performance venue for the Collegium, offering students the opportunity to see, touch, and study musical manuscripts and prints from as early as the fourteenth and fifteenth centuries. And when it comes to performing in the space,

Kwasi says, "the Beinecke allows sound to propagate and echo in an extremely satisfying way. We are privileged to be able to use it."

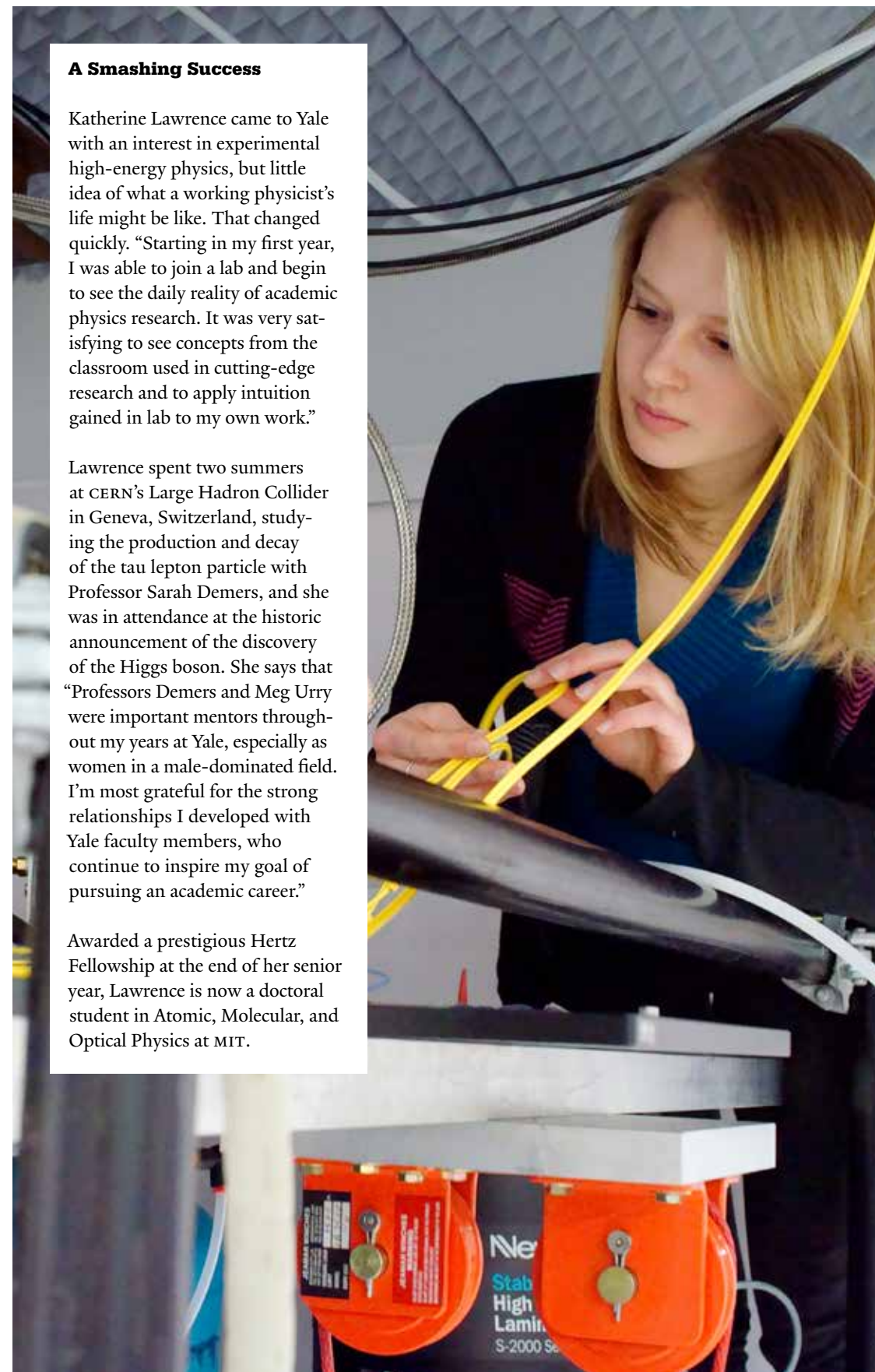
"It really doesn't get any better for a singer at Yale," Kwasi adds. "I love how open the chords are in early music. And I enjoy learning about the origins of everything we sing. For example, the 'Federal Overture,' which involves interplay between male and female voices as well as the orchestra, expresses political rivalries of the 1780s through music. And we spent half a semester preparing for a concert about the medieval manuscript Roman de Fauvel, an allegory designed to shame the corrupt French nobility by depicting them as a fallow-colored horse that represented such major vices as vanity and avarice. The expression 'to curry favor' comes from the Roman, which had the nobles currying Fauvel to gain his approval."

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 in my first 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.



Think Yale. Think World.

(Study, research, intern around the globe)

A nontraditional approach to gaining international experience gives Yale students access to multiple opportunities to study, research, and intern abroad during their four years. Over and above ordinary financial aid, Yale provides more than \$6.9 million annually through fellowships, internships, and summer awards 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 courses taught by Yale faculty abroad; or study, work, or service projects of one's own design. Students are encouraged to begin exploring the globe the summer after their first year. Here, five Elis map a glimpse of the world through their experiences as global citizens.



“The summer before sophomore year, I received the Yale International Summer Award to sponsor my trip to Bilbao, a colorful port city in the Basque region of northern Spain. Classroom learning was fun and enriching, and the professors from the University of Deusto met us with open arms, personally introducing us to their beautiful home. In learning the history of Bilbao and meeting its residents, I encountered the web of culture that connected them all. There was a certain Bilbao force of character, a stubborn resilience that kept the city alive even after its manufacturing industries moved away, replacing the iron heart with one of art, music, and food. As a visitor walking through the halls of the Guggenheim Museum,

internalizing the hopes and dreams it represented, I realized the value of a central identity, and the privilege I have in mine, as a Ghanaian American. In the end, I left with more than I came with, my own web now interconnected with theirs.” *Andrew*



**Spain;
United
Kingdom**

**Andrew
Siaw-Asamoah**

Hometown Buffalo, NY
Major Applied Mathematics
Yale International Experience Summer in Europe studying Spanish language and culture in Bilbao through the Yale Summer Session Study Abroad Program, in addition to studying economics and finance at the London School of Economics.
Post-Yale Plan “Either pursuing an M.D./PH.D. with a research focus in epidemiology, or an M.D./M.B.A. with interests in hospital management, health care entrepreneurship, and health care nonprofits.”



“I spent six unforgettable weeks in South Africa and Swaziland with the Yale Summer Session class Visual Approaches to Global Health. Both countries have some of the highest rates of HIV/AIDS in the world. In the wake of that epidemic, our task was to find a public health issue that we were passionate about exploring—be it domestic violence, mental health, or the orphan crisis—and to represent it in the form of a documentary film. In Mbabane, Swaziland’s vibrant capital, we visited NGOs, UNICEF, government agencies, and hospitals, talking to physicians and patients about the struggles of living with HIV and the effects it has had on the community. I learned that the power of stigma can unravel seemingly sound and effective policies to deliver free treatment to all. Successful interventions require a nuanced understanding of the local culture and traditions, and for policy makers to listen and not merely dictate. I will carry this insight with me as I pursue a career in public health policy post-Yale.” *Sarah*



**South
Africa &
Swaziland;
France**

Sarah Naco

Hometown Canberra, Australia
Major History of Science, Medicine, & Public Health
Yale International Experience Spent one week in Johannesburg and five weeks in Mbabane on a Yale Summer Session scholarship. After my first year, had an International Summer Award for study in Paris.
Post-Yale Plan “Taking a few weeks for a road trip across the USA, then traveling with my boyfriend to Australia (his first time!). Afterwards, I intend to pursue a career in documentary filmmaking, focusing on public health and scientific issues.”



Oman
& Morocco

Stephanie Brockman

Hometown Thompson, ND

Major Near Eastern Languages & Civilizations, with a concentration in Arabic and Islamic Studies

Yale International Experience

Spent a spring semester in the Sultanate of Oman through a program sponsored by the School for International Training; interned in Morocco through Yale's Auerbach and Grayson/Leitner international internship.

Post-Yale Plan "A summer or year of advanced Arabic study abroad, followed by law school. I'm leaning toward the idea of going into corporate law and working with companies with strong business ties to the Middle East."



"My professor in Oman took us on a daytrip to explore the nearby mountains. It was in the middle of our rural homestays, so I was dressed 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 I realized how thoroughly I had immersed myself in a culture that had once seemed so mysteriously foreign. That realization filled me with an incredible sense of accomplishment." *Stephanie*

Arizona Greene

Hometown Carrollton, GA

Major Applied Mathematics

Yale International Experience

Was awarded a Richard U. Light Fellowship to study Mandarin in Beijing and Harbin, China, for seven months; worked in Nicaragua for a summer on a Thomas C. Barry Travel Fellowship.

Post-Yale Plan "Pursuing a PH.D. in applied mathematics with a focus in computational linguistics, but only after taking advantage of post-graduation fellowships at Yale to continue my language study abroad."



China



Nicaragua



India &
South
Africa



Brazil

Grace Alofe

Hometown Union, NJ

Majors Molecular, Cellular, & Developmental Biology; Ethnicity, Race, & Migration

Yale International Experience

Spent the fall semester of junior year as one of thirty students studying public health care systems and conducting field research in urban and rural settings in India, South Africa, and Brazil with the School for International Training.

Post-Yale Plan "Before going to medical school, I would love to spend two years working in marketing in California or with Médecins Sans Frontières in a Spanish-speaking country."



"In the rural South African township of Zwelethemba where we stayed for ten days, there was no Internet access, and for the first time in my life, I was genuinely disconnected from the larger world. The first couple of days were tough, I'm ashamed to say. Then, my study abroad group started playing soccer with kids in the area, hanging out at each others' host homes, and attending local gumboot dancing class in the community center. A man named Jazz, who was incredibly active in the larger community, taught the classes about this historical dance form and spent so much time making us comfortable in Zwelethemba. One day he gave some of us a walking tour, pointing out structures that have changed since the end of apartheid and how that affected his lived experience. We still had classes and homework during that time, but it felt so freeing to be fully present in my interactions with my host family, my peers, and community members like Jazz. By the end of our stay, I was so grateful to have been forced off the digital grid; I can't imagine having been distracted at all from such a remarkable community." *Grace*

Yalies Abroad 2017–2018

Africa: 73

Asia: 261

Canada: 2

Europe: 659

Latin America & Caribbean: 112

Middle East: 50

Multiple regions: 23

Oceania: 17

Total: 1,197

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 Brazil, Croatia, Czech Republic, Ecuador, France, Germany, Italy, Japan, Morocco, Russia, Singapore, Spain, and Tanzania); and year or term abroad approved programs run by other institutions or providers.

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.

Internships

The Office of Career Strategy assists students seeking internship experiences throughout the globe. These internships provide opportunities in more than 20 countries to explore career fields in a global environment, with support and oversight from Yale and from alumni networks. Opportunities 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.

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.

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 first-years—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.

First-Year Pitch
Matt comes to Yale interested in the biological sciences and dives into biology and chemistry classes. He quickly becomes friends with Dylan Gastel, a fellow Davenport first-year. The two find themselves thinking up business ideas late into the night in their common room. In the spring, at the Yale Youth2 Business Forum at the School of Management, Matt meets a visiting project manager from Google who helps him come up with his first pitch. “It was my first real experience with entrepreneurship and it felt like the best day of my life.”

Launch
In the fall of sophomore year, Matt and Dylan create Yale Launch, an undergraduate group designed to help students go from “virtually nothing to a business idea.” The group hosts a pitch-day competition at the end of the semester. Matt lands on his idea after spending \$6 for a coffee and granola bar study break. Why not combine the two? Verb energy bars are born.

Angel Investment
Matt attends a College Tea in JE given by Internet entrepreneur and Yale alum Kevin Ryan and hands Ryan a Verb bar. A week later, Ryan calls and asks, “What do you need to get started?” He provides some of the company’s initial capital. Verb officially launches in the spring of Matt’s junior year, focused on selling to college students. They sell out of their first 10,000 bars in thirty days.

Raising the Bar
Matt Czarnecki
Residential College Davenport
Major Molecular Biophysics & Biochemistry

That summer, Matt finds himself working as the third employee at a food start-up after a chance encounter at a venture capital conference. “With just three of us, we learned how to figure things out on our own, which is critical in entrepreneurship.”

Recipe for Success
Fellow Yale Launch members André and Bennett hear the pitch and want in. The three experiment with caffeinated energy bar recipes in the Saybrook and Davenport student kitchens. As demand grows, they rent the kitchen of beloved New Haven bakery Katalina’s Cupcakes on weekends, baking hundreds of bars from 7 pm to 2 am.

Hit the Accelerator
Verb is selected to participate in the Tsai CITY Summer Accelerator, a ten-week fellowship program for student ventures that combines a \$15,000 grant with mentoring and workshops led by experienced entrepreneurs in the Yale network.



“I never thought I would be an entrepreneur, but this experience helped me find what I’m really passionate about: building things from the ground up.”

“A Tsai CITY mentor recommended deep customer profiling, and by doing that we were able to realize who our best customer was.” The team pivots Verb’s marketing strategy to focus on an older demographic with more disposable income.

Living the Dream
Senior year, Matt closes a round of nearly \$1 million in seed capital as Verb CEO. André (now CTO) has built a text-to-purchase platform, and the company uses a space provided free by Tsai CITY. In January, Verb wins a \$35,000 grant in Connecticut’s CTNext All-Stars Competition. The company has sold more than 100,000 bars to customers in all fifty states. After graduation Matt and André will move to Boston to continue growing Verb: “We’ve found our dream jobs and become best friends along the way.”

Tsai CITY
The mission of the Tsai Center for Innovative Thinking at Yale is to inspire and support students from diverse backgrounds and disciplines to seek innovative ways to address real-world problems. It organizes workshops, mentorship and fellowship programs, start-up and nonprofit accelerators, leaders’ and founders’ labs, co-curricular projects, hackathons, and experimental collaborations across disciplinary lines.

5 Graduate Schools Most Attended
When they enroll in business, law, medical, or graduate school, Yale graduates most often attend Yale, Harvard, Cambridge, NYU, and University of Chicago.

Top Fellowship Producer
Yale is consistently a top producer of fellowships. Since 2010, in addition to more than 200 Fulbright Fellowships, Yale students have been awarded 36 Rhodes, 20 Marshall, 22 Goldwater, 12 Truman, and 29 Gates Cambridge Scholarships, as well as 264 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.

Yale Connections
Yale has more than 160,000 graduates and hundreds of alumni groups all over the world, providing unequalled networking opportunities, from an online career network, to mentoring programs for students, to regional and campus events for alumni. Whatever you are interested in—social justice, sustainability, entertainment, law, journalism, media, entrepreneurship, technology—you will find alumni in those fields ready to network with you!

Career Services
Yale’s Office of Career Strategy offers career advising, professional school advising, employment and internship opportunities, and career development resources. The office works with students and alums to clarify career aspirations, identify opportunities, and offer support at every stage of career development.

Community Scholar
Haylee Kushi
Residential College
Timothy Dwight
Major
Ethnicity, Race, & Migration

“Before Yale, I mostly thought of ‘Native’ as Hawaiian. Becoming friends and co-workers with people Indigenous to various parts of the Americas made me realize how much Native people across the world have in common. This was vital to joining my most important community at Yale, to my political consciousness, and to my academic career.”

Finding Community (and a Major!)
As a first-year, Haylee lands an on-campus job at the Native American Cultural Center, which “became *my* community for the rest of my time at Yale.” That spring, she takes the seminar United States Wars in the Pacific, her first class in Ethnicity, Race, & Migration. She writes a paper about the political importance of one of her favorite Hawaiian songs—originally titled “Mele ‘Ai Pōhaku” and popularly known as “Kaulana Nā Pua”—starting her on a path toward scholarship in ethnic studies.

Next Chapter
Haylee will enroll in Brown University’s Ph.D. program in American Studies to continue researching and writing about the power dynamics and potential for allyships among Kānaka Maoli and other people of color living in Hawai’i.



“For a bit, I explored the possibility of journalism as a mode of doing the same work raising awareness about Indigenous politics. I took Bob Woodward’s Journalism class in my sophomore year and wrote pieces about ethnic studies at Yale and Indigenous activism for the *YDN*, *Broad Recognition*, *DOWN Magazine*, and *Yale Herald*.”

Called to Lead
Junior year, Haylee works with fellow members of the Association of Native Americans at Yale (ANAAAY) to plan the annual Ivy Native Summit. Elected president of the ANAAAY in the spring, she heads the planning for a Yale Indigenous Peoples’ Day celebration and also leads the Henry Roe Cloud Conference and Powwow, which bring Native alums back to campus and build a genealogy of Yale Native community members.

Plans Fulfilled
Haylee writes her senior thesis on East Asian racial formation in Hawai’i in relationship to settler colonialism and Kānaka Maoli (Indigenous Hawaiian) cultural identity. “I went to an all Native high school and came to Yale hoping to do research about the political context of my Hawai’ianness. My Yale experiences pushed me to think about my Indigeneity in a global context.”

Enhancing Early Learning
Caitlin Dermody
Residential College
Morse
Major
Sociology (and Yale Education Studies Scholar)

Starting Out
The daughter and granddaughter of educators, Caitlin has a passion for learning and a desire to study education. In Foundation of Education Studies, she realizes that “so many of the challenges facing students today begin due to a lack of access to high-quality early childhood education.”



Caitlin designs and teaches a course called Positivity: The Power of Optimism to New Haven middle schoolers through Yale’s Splash and Sprout programs. “My positive attitude had always helped me conquer academic challenges, so I wanted to share the benefits of this perspective with younger students.”

Education Studies
After joining the Education Studies Scholar program, Caitlin enrolls in the course Early Childhood Education, which has a classroom observation requirement at Calvin Hill Daycare. She loves observing so much that she becomes a volunteer teacher’s assistant there.

Global Perspective
Caitlin spends the summer after sophomore year studying in Dubrovnik with Yale’s History and Culture of Southeastern Europe course. In addition to gaining insight into the impact of war on society, she learns about Croatia’s post-independence education system.

Emotional Intelligence
Volunteering with the Yale Center for Emotional Intelligence’s Early Childhood Team, Caitlin collects data in preschool classrooms and drafts assessments to assist teachers’ instructional practices. “I love being able to see the role of social and emotional learning in early childhood education.”

Supported by an Education Studies Scholar summer fellowship, Caitlin interns at the Brookings Institution with the Brown Center on Education Policy, employing skills learned in her Sociology classes to analyze critical education theory and data on contemporary topics.

Future Plans
Back on campus, Caitlin writes her senior Sociology thesis and Education Studies capstone project on the early childhood education workforce in America, analyzing policy and data from all fifty states and interviewing New Haven teachers. Now she’s headed to Oxford for a master’s in child development and education.

“Yale reshaped the way that I understand systems of education and challenged me to advocate for the world’s youngest learners.”

Places.



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

*Whitney Griswold, President of Yale University,
1950–1963*

Inspired by Icons.

(Why architecture matters)

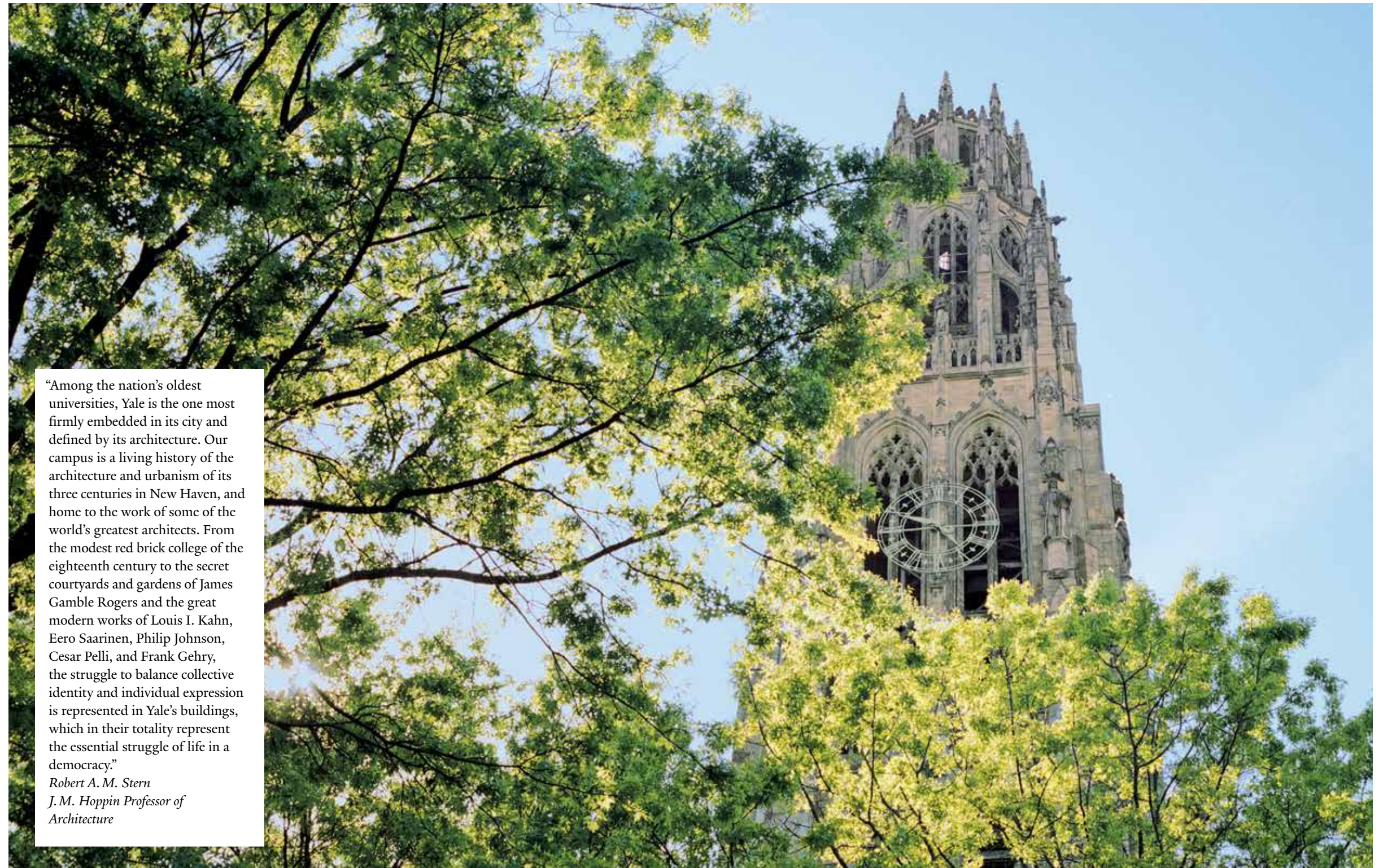
Harkness Memorial Tower

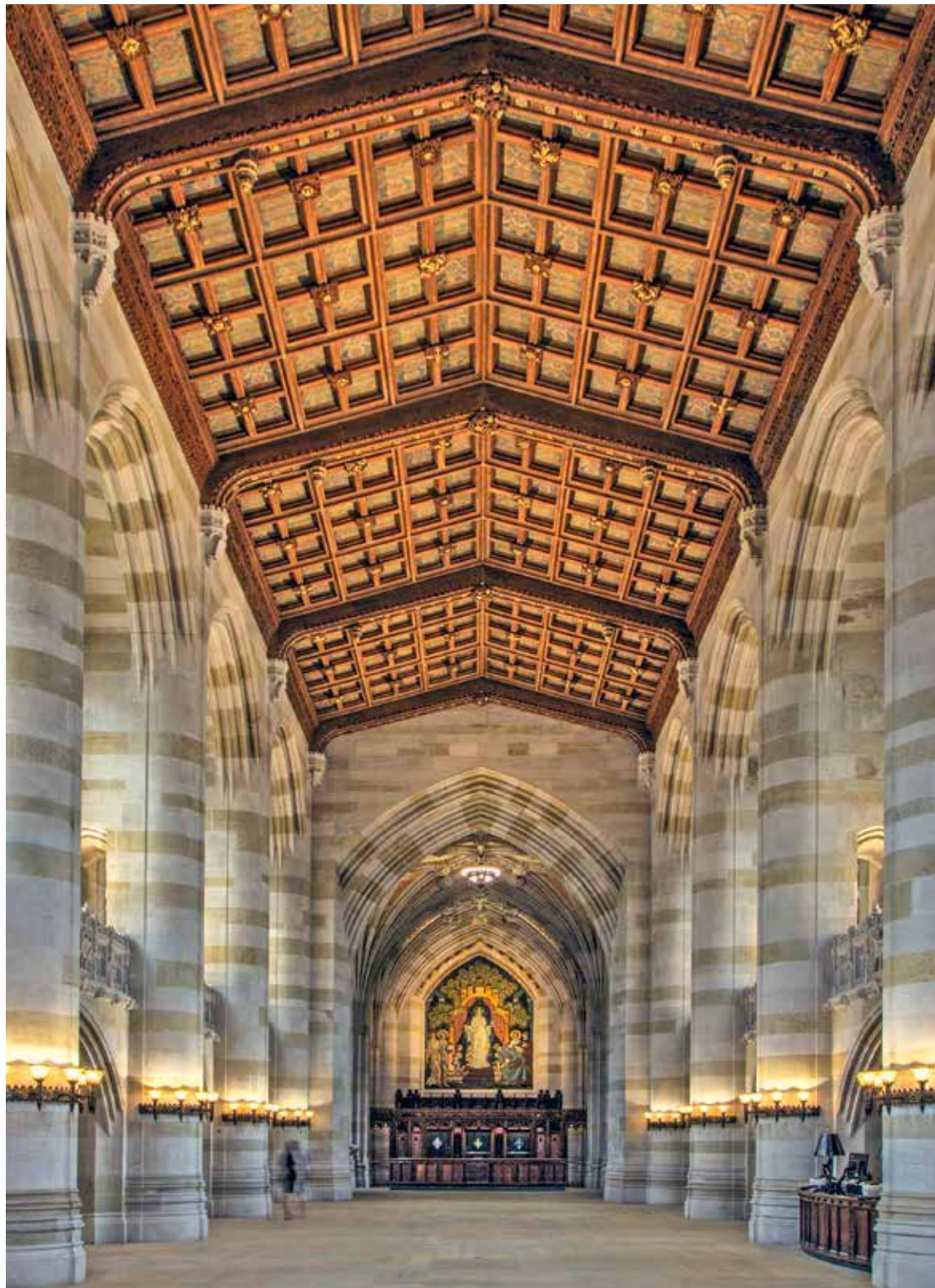
is the height of tradition at Yale (216 feet and 284 steps to the roof). The tower's cornerstone was dedicated in 1917 exactly 200 years after the first stone for the first Yale building in New Haven was placed. Designed by

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 Carilloners. 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
J.M. Hoppin Professor of
Architecture*





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. The recent 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.



Cultural Capital.

(Yale and the “Greatest Small City in America”)

“New Haven...has been reemerging as a culinary wonderland, a cultural center, breeding ground for new theater, a hotbed of cross-promotion, and one of only a few places in the world where you can stand within inches of an intact Gutenberg Bible; all within a very compact and walkable downtown.”

The Huffington Post, 2012

Proud New Haveners tag social media posts with #GSCIA for “Greatest Small City in America.” With two Tony Award-winning theaters, the country’s second-largest collection of free public art, award-winning

restaurants, and more than 375 years of history, the city delights Yalies as well. New Haven combines the dynamism and diversity of urban life with the accessibility and amiability of a great college town.



A haven for the arts Few cities can claim one world-class theater. New Haven has three. The Shubert, Long Wharf, and Yale Rep theaters have produced dozens of shows that went on to Broadway, including 11 Richard Rodgers musicals, the world premiere of *A Streetcar Named Desire* (starring a then unknown

Marlon Brando), Margaret Edson’s Pulitzer Prize-winning *Wit*, and Pulitzer-winning works by August Wilson. Fortunately for Yalies, all three offer student tickets. In June, New Haven hosts the International Festival of Arts & Ideas, which boasts almost 200 (mostly free) events, drawing tens of thousands of visitors to the Elm City.



Eating Out.

(The “#1 Foodie City in America”*)

*As ranked by Livability.com

“Apizza” Fiercely debated, often imitated, never replicated, New Haven-style pizza (or “Apizza”; pronounced “ah-beetz”) is its own culinary tradition. Try Pepe’s (est. 1925), Modern (est. 1934), and Sally’s (est. 1938) to find your favorite, and then be prepared to defend your choice.

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

Coffee or Koffee? Independent cafés Koffee? and Blue State Coffee draw hundreds of thirsty Yalies a day; or catch the Jitter Bus, a mobile coffee shop built out of an old school bus.

Sustainable Sushi Chef Bun Lai at Miya’s Sushi created the world’s first sustainable sushi restaurant featuring unconventional ingredients like lionfish and Asian carp, which are invasive species, and wild herbs and weeds.

Mory’s: A Yale Tradition Founded in 1861, Mory’s is known for its toasting traditions and nightly entertainment by undergraduate singing groups, including Yale’s most famous, the Whiffenpoofs.

À La Cart For a quick bite between classes, nothing beats New Haven’s food carts. Scattered all around town, carts dish out Bengali, Colombian, Ethiopian, Indian, Japanese, Mexican, Middle Eastern, Thai, and Venezuelan specialties for \$6 or less.

Here, There, Everywhere.

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

Where are you from?
Where have you been?
One spring day, fourteen students walking around the 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 **Harare, Zimbabwe**. I traveled to **Turkey** to represent Yale at a conference of AISEC, the world's largest youth-run organization. This summer I'll be learning Italian in **Italy** through Yale Summer Session, then traveling to **Kenya, Ghana, and Zimbabwe** to serve as an instructor in the Yale Young African Scholars Program."
Phyllis Mugadza, Mechanical Engineering Major



"I'm from **Athens, Ohio**. I've visited **Argentina, Chile, Iceland, Morocco, South Africa**, and the **UAE** with my a cappella group, the Yale Spizzwinks(?). This summer we'll be performing in **China, Myanmar, Singapore, and Thailand**.
Derek Demel, Biomedical Engineering Major



"I'm from **Los Angeles**. The summer after my first year, I studied in **Valencia, Spain**. This winter, I traveled to **Ghana** on a trip sponsored by the Afro-American Cultural Center. I also traveled to **Cuba** during spring break for my Cuban History course.
Uzo Biosah, Ethics, Politics, & Economics Major



"I'm from the suburbs of **New York City**. Last summer, I interned in **Geneva, Switzerland**, at the Stop TB Partnership, a UN global health organization, with support from a Yale fellowship."
Karen Jiang, Economics and Statistics & Data Science Major



"I'm from **Middletown, Wisconsin**. Last summer, I participated in an intensive language program. After four weeks of course work in New Haven, I spent four weeks with a host family in **Germany**. I got ahead on credits and am still close friends with the classmates I traveled with.
Mac Schmidt, Computer Science & Psychology Major



"I'm from **Washington, D.C.** I spent a term abroad in **Nepal, Jordan, and Chile** with an International Human Rights program. This summer I'll be in **Morocco** for a research project through the Women's Global Empowerment Initiative, founded by a Yale Law student.
Naiya Speight-Leggett, African American Studies Major



"I'm from a rural small town, **Deep Gap, North Carolina**. I studied in **Germany, Austria**, and the **Czech Republic** after my first year and planned Model UN conferences in **Hungary and Taiwan** with the Yale International Relations Association. Recently, I traveled to **Israel** with the Slifka Center and to **Puerto Rico** with La Casa Cultural. This summer I'll be interning in **South Africa** with support from Yale fellowships."
Max Schlenker, History Major



"I'm from **Danville, California**. I received a Light Fellowship for a ten-week language program in **Seoul, South Korea**. Although I'm a heritage Korean speaker, it was my first time living in Korea. This year I studied Philosophy at **Oxford**, and it was a great taste of what graduate school might feel like."
Sarah Joo, Philosophy Major



"I'm from **Columbia, South Carolina**, but also lived in **Washington, D.C.** After my first year, I received the Georg Leitner Fellowship from Yale's MacMillan Center to work for an NGO in **Amsterdam, The Netherlands**.
Louis DeFelice, English Major



"I'm from **Albuquerque, New Mexico**. I studied in **Italy** with the Summer in Rome Humanities program and in **China** on a Light Fellowship. The Brady-Johnson Program in Grand Strategy funded my research in **Japan, Taiwan, and Korea** on East Asian politics."
Phil Wilkinson, History/Global Affairs Major



"I was born outside of **São Paulo, Brazil**, and lived in **Venezuela and Panama** before my family settled in **Cincinnati, Ohio**. I spent the summer after my first year in **Recife, Brazil**, as a marketing intern at a local education NGO serving kids in the favelas."
Ana Barros, Political Science/Education Studies Major



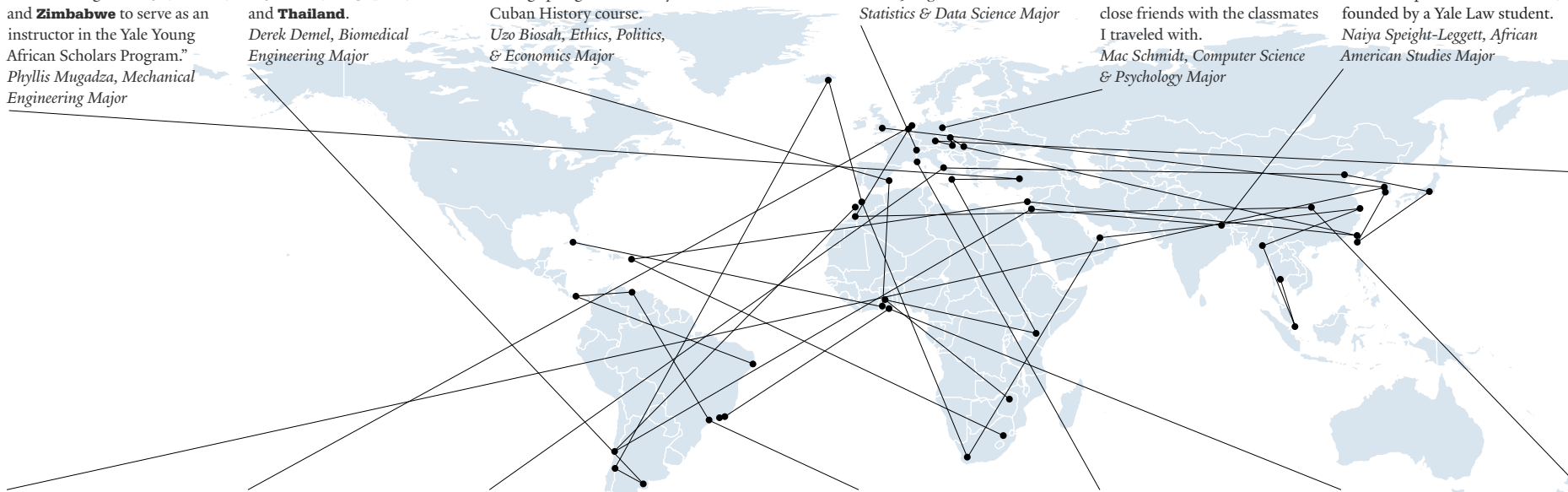
"I'm from **Palo Alto, California**. This summer, I will spend six weeks in **Nice, France**, completing a physician shadowing program and taking two classes related to health care: Public Health in France, and Literature and Medicine."
Chloe Sales, Molecular, Cellular, & Developmental Biology Major



"I'm from **Accra, Ghana**. I spent the summer after my sophomore year in **Paraty and Rio de Janeiro, Brazil**. Learning to speak Portuguese with Brazilians was one of my favorite aspects of the trip, but I also loved the music, food, and dancing!"
Edwin Edem, Political Science Major



"I'm from **Braintree, Massachusetts**. Last spring my a cappella group, Mixed Company, performed in four cities in **China**. This summer we will be traveling to **Morocco**. After that I will be studying public health in **Amsterdam**.
Emma Rutan, Psychology 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, respect, discipline, responsibility, 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 Titles

Baseball
Basketball (M)
Heavyweight Crew
Football
Golf (M)
Gymnastics (W)
Ice Hockey (M)
Lacrosse (M)
Coed Sailing
Swimming/Diving (W)
Volleyball (W)

Nationally Ranked

Heavyweight Crew
Lightweight Crew
Crew (W)
Cross Country (W)
Fencing (M, W)
Football
Lacrosse (M)
Sailing (Coed, W)
Squash (M, W)
Swimming/Diving (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.

80%

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 Olympic competition, winning 114 medals, 56 of them gold. In Beijing in 2008, fencer Sada Jacobson '06, who won silver and bronze for the United States, was one of five Elis competing. In 2010 in Vancouver, Natalie Babony '06 skated on the Slovakian women's ice hockey team. Yale was represented in London in 2012 by seven alumni athletes and one coach, including

Taylor Ritzel '10, who won gold with the U.S. women's eight; 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. In 2014 in Sochi, Phoebe Staenz '17 won bronze with the Swiss women's ice hockey team. Eight Elis competed in Rio in 2016, in crew, fencing, sailing, and track and field; and four reached the quarterfinals with the U.S. men's ice hockey team in Pyeongchang in 2018.



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
- Judo
- Kendo
- Men's Lacrosse
- Women's Lacrosse
- Muay Thai
- Pistol
- Polo
- Powerlifting
- Rifle
- Roundnet (Spikeball)
- Men's Rugby
- Women's Rugby
- Running
- Skeet & Trap
- Skiing (Alpine)
- Skiing (Nordic)
- Men's Soccer
- Women's Soccer
- Squash (coed)
- Swimming
- Synchronized 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
- Wushu

Intramurals
See page 21



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.

Carol Roberts Field House

Yale's newest athletic facility opened in 2018 and is the first dedicated exclusively to women's sports teams: softball and field hockey.

Championship Golf Course

Yale's own championship golf course, named #1 College Golf Course in America by *Golfweek* magazine in 2018, 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.

McNay Family Sailing Center

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

Conferences

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



Handsome Dan (1889–present)

Yale was the first university in the United States to adopt a mascot, and to this date, none is better known than Handsome Dan. The tradition was established by a young gentleman from Victorian England, who attended Yale in the 1890s. The original's 17 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.



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 Center for Collaborative Arts and Media, 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 more than 100 officially registered campus-wide arts groups, troupes, ensembles, societies, and publications. These organizations cater to such disparate interests as hip-hop, 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.



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

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.

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.

Yael Zinkow is from Bexley, Ohio, and belongs to Saybrook College. She sings in the coed a cappella group Mixed Company and is first-year 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.

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

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.

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

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.

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 Symphony Orchestra, 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, Lupita Nyong’o) and satisfying pretty much any artistic desire any day of the week. We picked one weekend in spring.

Friday

Enjoy a screening of the documentary *Charm City*, presented by the **Yale Film Study Center** and the **Yale African American Affinity Group**, followed by a community-driven conversation with Kalfani Nyerere Turè of Yale’s Urban Ethnography Project.

Be inspired by women who blazed trails as musicians, composers, and philanthropists well before coeducation at Yale College at the exhibition *Musical Daughters of Eli: Women Pioneers at Yale*, including a YDN article about New Blue, Yale’s first female a cappella group, all at **Sterling Memorial Library**.



Channel your inner geologist at the **Peabody Museum’s** exhibition *California Gold: Modern Marvels from the Golden State*, with one of the finest collections of specimens on display anywhere in the world.

Soothe your soul with a hidden gem in the tuba repertoire, Arild Plau’s Concerto for Tuba and Strings, performed by Yale’s **Philharmonia Orchestra** and featuring soloist and recent School of Music graduate Jake Fewx.

Swing by **Off Broadway Theater** for the late seating of the **Yale Ballroom Dance Team’s** spectacular Spring Show,



with performances ranging from the Viennese waltz to the tango. Then stop by the **Crescent Underground Theater** at Morse College to check out the jazz band your FroCo is managing. Or head to the **Afro-American Cultural Center** for an open mic slam with **WORD Performance Poetry**.

Bring friends for popcorn and a movie, Ava DuVernay’s *Selma*, followed by a conversation about the historical context of the civil rights march with African American Studies associate professor Crystal Feimster. It’s all part of the **Whitney Humanities Center’s** Democracy in America Film Series, designed to foster Yale’s dynamic film culture with free screenings and discussions every weekend.

If that’s too highbrow for your mood, start your evening 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 unwind with the late-night lineup and munchies at the **Yale Cabaret**, where **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 Verdi’s *La Traviata*.



Take the Masterpiece Tour at the **Yale University Art Gallery**, stopping into the special exhibitions *A Nation Reflected: Stories in American Glass* and *Matthew Barney: Redoubt*. After lunch at Atticus Cafe across the street, head to **Hastings Hall** for the afternoon session of the **School of Architecture’s** symposium *Clouds, Bubbles, and Waves*.

Or gallery-hop from the **School of Art’s** Senior Thesis Show, *Paintings Part I* (see Part

II on Sunday), to the **Architecture Gallery** in **Rudolph Hall** for *Japan, Archipelago of the House*, which seeks to contextualize the development and design of the contemporary Japanese house.

Pick up subsidized tickets provided by your residential college and head to New York with friends for a sugar high at **American Ballet Theatre’s** production of Alexei Ratmansky’s *Whipped Cream*. Or enjoy a night of theater right here on campus at the **Yale Repertory Theatre**, where you’ll be blown away by a vibrant Afro-futurist production of Shakespeare’s *Twelfth Night*.



Sunday

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

Help your friends set up the Beading & Bonding intercultural event at the **Native American Cultural Center**, sponsored by NACC and Yale African Students Association. Or sleep in and join the **Yale Unity Korean Drum Troupe** for an afternoon of



traditional Korean folk music played “sitting down.”

See your suitemates perform for New Haven’s youngest at the **Yale Children’s Theater** performance of *Sir Aveline, the Brave*. Or step on stage yourself in afternoon rehearsals of the **Dramat’s** production of Antoine de Saint-Exupéry’s *The Little Prince* (one of 200 student theatrical productions each year).



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 become one of Yale’s most celebrated and hallowed traditions.

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 new steps and lighten your mood in a **Swing, Blues, and Fusion** DJed dance practicum at the **Slikka Center**.

Or DIY by acting, performing, singing, staging, writing, producing, presenting, improvising, creating, designing, and getting laughs through more than 130 (and counting) student choirs, troupes, clubs, groups, ensembles, associations, organizations, societies, and collectives including:

Art/Design
Design at Yale
Design for America Yale
Guild of Bookmakers
Memory Project
Origami Club
Photography Society
Woodworking Club
YaleMakes

Film
Bulldog Productions
Yale Animated Arts Society
Yale Film Society
Yale Student Cinema Club
Yale Undergraduate Film Alliance

Dance
Ballet Folklórico Mexicano
Ballroom Dance Team
Damhsa
A Different Drum
Dzana
Groove Dance
Jashan Bhangra
Kalaa
MonstRAASity
Rhythmic Blue
Sabrosura
Shaka
Steppin’ Out
Taps
Unity Korean Drum & Dance Troupe
Yale Breakers
Yale Danceworks
Yale Movement
Yale Rangeela
Yale Undergraduate Ballet Company
Yaledancers

Fashion
Y Fashion House

Music
Berkeley College Orchestra
Concordia Flute Ensemble
Coup de Brass
Davenport Pops
Krolik Saxophone Ensemble
Live@MY
Low Strung
New Music Cooperative
Pan Jam & Lime Steel Band
Pauli Murray Experimental Orchestra
Pitnacree
Scale & Bones
Tiny Baroque Orchestra of Pierson College
The Violet Society
Yale Concert Band
Yale DJs
Yale Folk Music Collective
Yale Hip-Hop
Yale Klezmer Band
Yale Precision Marching Band
Yale Symphony Orchestra
Yale Taiko
Yale Undergraduate Chamber Orchestra
Yale Undergraduate Jazz Collective
Yale Undergraduate Piano Collective
Yale University Guild of Carillonneurs

Theater
The Control Group
Heritage Theater Ensemble
Opera Theatre of Yale College
Yale Children’s Theater
Yale Drama Coalition
Yale Dramat

Comedy/Improv
The Coven
The Cucumber
The Exit Players
The 5th Humour
The Good Show
Just Add Water
Lux Improvitas
The Odd Ducks
The Purple Crayon
Red Hot Poker
Sphincter
Tilting at Windmills
The Viola Question

Spoken Word
iOye!
Jook Songs
Teeth Slam Poets
Telltale
Voke
WORD

Singing Groups
The Alley Cats
The Baker’s Dozen
C#
The Doox of Yale
Gospel Choir
Hangarak
Living Water
Magevet
Mixed Company
The New Blue
Out of the Blue
Pitches & Tones
Proof of the Pudding

Unique
Aquascaping Society
Eating & Writing
The Freestyle Collective
Lego Club
The Whistlepoofs
Yale Magic Society
Yale Undergraduate Fiction Writers

Redhot & Blue
Shades
Society of Orpheus & Bacchus
Something Extra
The Spizzwinks(?)
Tangled Up in Blue
Undergraduate Choral Society
The Unorthojocks
The Whiffenpoofs
Whim ‘n Rhythm
Yale Russian Chorus
Yale Slavic Chorus

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-nine STEM disciplines, from Applied Mathematics to Biomedical Engineering to Neuroscience to Physics. And with 70+ student STEM organizations on campus, the opportunities for extra-curricular 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 YHack, 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 first-year who didn’t know the first thing about engineering to part of the team that won second place in the Intercollegiate Rocket Engineering Competition’s payload competition for our rocket, Chronos, and our experiment to test for effects of special and general relativity. Now, as one of the organization’s co-presidents, I’m learning about the management of engineering projects and working to create a larger community of people excited about engineering and science at Yale.”
Genevieve Fowler

Student Groups

- | | |
|--|--|
| American Indian Science & Engineering Society | SheCode |
| American Institute of Chemical Engineers | Simplex Sciences, Inc. |
| American Society of Mechanical Engineers | Society of Hispanic Professional Engineers |
| Arnold Air Society | Society of Physics Students |
| Bee Space | Society of Women Engineers |
| Bioethics Society | Student Partnerships for Global Health |
| Biomedical Engineering Society | Synapse |
| Boat-Building Club | Tau Beta Pi |
| BulldogHacks | TEDx Yale |
| Bulldogs Racing | Undergraduate Mathematics Society |
| Code for Good | Undergraduate Pre-Veterinary Society |
| Code Haven | Volunteers around the World |
| Community Health Educators | Women in Chemistry |
| Design for America | Women in Physics |
| Dimensions | Y-IEEE |
| Energy Club | Yale Computer Society |
| Engineers Without Borders | Yale EMS |
| FIRST at Yale | Yale Funbotics |
| Float | Yale iGEM Team |
| Genetics Club | Yale Math Competition |
| Girls in Science | Yale Puzzle League |
| Global Medical Missions Alliance | <i>Yale Scientific Magazine</i> |
| GREEN | Yale Solar Decathlon Student Team |
| HackYale Student Group | Yale STEAM |
| HAPPY | Yale Student Environmental Coalition |
| MathCounts Outreach | Yale Student Research Collaborative |
| Medical Professions Outreach | Yale Undergraduate Aerospace Association |
| MedSci | Yale Undergraduate Intelligent Vehicles |
| MedX Students | Yale Undergraduate Science Olympiad |
| Minority Association of Premedical Students | Yale Undergraduate Sports Analytics Group |
| National Society of Black Engineers | Yale Women in STEM |
| Neuroscience Education Undergraduate Research Organization | YEEBUG: Ecology & Evolutionary Biology Undergraduate Group |
| oSTEM | YHack |
| Project Bright | <i>and more</i> |
| Public Health Coalition | |
| Remedy at Yale Student Association (RYSA) | |
| Safe Water Action Project | |
| SciPhi | |

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. In the words of one alum, "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 first-years 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.

- Adventist Campus Fellowship
- Athletes in Action
- Black Church at Yale
- Chabad at Yale
- Chi Alpha Christian Fellowship
- Christ Presbyterian Students
- Christian Union at Yale
- Episcopal Church at Yale
- First Love Yale
- Hindu Students Organization
- Ichthys
- InterFaith Forum
- International Church at Yale
- Latter-Day Saint Student Association
- Luther House
- Muslim Students Association
- Orthodox Christian Fellowship
- Rivendell Institute
- Saint Thomas More Undergraduate Council
- Sikh Student Association
- Slifka Center for Jewish Life
- Thomistic Institute at Yale
- Trinity Baptist Students
- Undergraduate Deacons
- United Church of Westville
- United Church on the Green
- The University Church
- Yale Buddhist Sangha
- Yale Christian Fellowship
- Yale Hillel
- Yale Students for Christ
- Young Israel House at Yale
- and more

Afro-American Cultural Center	Kappa Alpha Psi	La Casa Cultural	Society of Hispanic Professional Engineers	Hong Kong Students Association	Taiwanese American Society
African Drum and Dance	Minority Association of Premedical Students	Ballet Folklórico Mexicano	Sube	India at Yale	Unity Korean Drum and Dance Troupe
Alpha Phi Alpha	NAACP (Yale chapter)	Brazil Club	Vibra Latina	Japanese American Students Union	Vietnamese Students Association (ViSA)
Arab Students Association	National Society of Black Engineers	Club of Argentine Students	and more	Jashan Bhangra	and more
Black Church at Yale	Nigerian Students Association	Contigo Perú	Asian American Cultural Center	Jook Songs	Native American Cultural Center
Black Men's Union	Rhythmic Blue	Cuban-American Undergraduate Student Association	Alliance for Southeast Asian Students	Kalaa	American Indian Science and Engineering Society (Yale chapter)
Black Solidarity Conference	Shades a Cappella	De Colores	Asian American Health Advocates	Kasama: The Filipino Club at Yale	Association of Native Americans at Yale
Black Student Alliance at Yale	Steppin' Out	Despierta Boricua	Asian American Students Alliance	Kendo Club	Blue Feather Drum Group
Black Women's Coalition	Students of the Diaspora	Dominican Student Association	Asian-ish	Korean American Students at Yale	Henry Roe Cloud Conference and Powwow
Caribbean Students Organization	Teeth Slam Poets	La Unidad Latina	Bridges ESL	Malaysian and Singaporean Association (MASA)	Indian Health Initiative
Delta Sigma Theta	Undergraduate Association for African Peace and Development	Latina Women at Yale	C# a Cappella	Association (MASA)	Yale Native American Arts Council
Dominican Student Association	Yale African Students Association	Mariachi Tlahuili	Chinese American Students Association	MonstRAASity	Yale Sisters of All Nations
DOWn Magazine	Yale Black Network	MEChA	Chinese Undergraduate Students	Muslim Students Association	and more
Du Bois Society	Yale Gospel Choir	Mexican Student Organization	Hangarak	Queer+ Asian	
Dzana	Yale Hip-Hop	Organization for Racial and Ethnic Openness	Himalayan Students Association	Rangeela	
The Freestyle Collective	and more	iOye! Spoken Word	Hindu Students Organization	South Asian Millennials Conference	
Heritage Theater Ensemble		Sabrosura	South Asian Society Student Association of Thais at Yale	South Asian Society	

Belonging at Yale

Yalies come from many backgrounds and places and have many perspectives, talents, and strengths. Those differences and commonalities help make Yale a great university – a place where each person belongs and is free to explore the depth of our intellectual curiosity and our humanity, and the potential of our scholarship, research, work, and practice. In addition to the centers and resources described here, Yale offers many ways to engage in efforts to create a more inclusive, equitable, and welcoming community: from student advisory committees on student life and on diversity, equity, and inclusion; to grants for events that address issues of belonging and community at Yale; to social justice workshops; to lectures and symposia that offer differing perspectives on issues of broad public concern.



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.

- Black Women's Coalition
- Circle of Women
- Dimensions
- Girl Up Yale
- Reproductive Justice Action League (RALY)
- Women's Athletic Council
- Women's Empowerment at Yale
- Women's Leadership Initiative at Yale
- and more



Office of LGBTQ Resources

The Office of LGBTQ Resources works to create a visible LGBTQ community that includes students, faculty, and staff with a wide variety of life experiences. It sponsors and host events, meets one-on-one with students, and supports the student-run LGBTQ Co-op.

- Beyond the Binary
- De Colores
- Engender
- Ichthys
- In the Qloset
- oSTEM
- Pride Corp
- Prisme LGBT+ in New Haven
- Queer+Asian
- Rainbow China+ Connect
- Sappho
- Sexual Literacy Forum
- Spectrum Fellows
- Trans@Yale
- W{holy} Queer
- and more

Difference Makers.

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

Leadership and service to society are 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 America’s only nonprofit umbrella campus volunteer organization run entirely by students. Yalies develop new initiatives in response to community needs and provide resources, training, and support to more than 80 groups that range from tutoring to political activism. With Dwight Hall’s support, Yale undergraduates have founded many organizations that have become a permanent part of New Haven’s social service network. For more than twenty years, members of the Yale Children’s Theater, showcased here, have engaged kids with the dramatic arts through student-written shows, workshops, and story-reading programs at local schools.



“When I was thirteen, I started a nonprofit organization, Love for the Elderly, that has grown beyond my wildest dreams. I knew service would be a big part of my college experience, and I wanted to join a community that truly valued acts of kindness. The dozens of options for doing service through Dwight Hall are incredible, and I found a perfect fit for my interests. When I’m working with kids, I’m also hanging out with my best friends. It’s a social endeavor that makes everyone involved happier. When you are passionate about something and see the impact you’re having, it’s amazing.”
Jacob Cramer

“Children’s Theater is a serious commitment, but it’s also a great break from the rest of college life. When I’m running a workshop with students or leading a ‘read aloud’ at a local elementary school, it doesn’t feel like I’m doing service. I could spend all day doing this work. The best part is when

the kids put on their own show. They are excited and nervous and proud, and their parents love seeing their children having fun. The experience confirmed my interest in becoming an educator and helped me make important connections in New Haven.”
Jackson Richmond

“I think most Yale students would agree that we learn as much by giving to others as we do pursuing our intellectual interests. For me, service is just as important as doing homework. Performing with the Yale Children’s Theater has been one of my favorite experiences. I love connecting with the children, and I hope they are inspired to pursue the arts and think about the ideas embedded in our stories, like friendship and loyalty.”
Jessica Magro

- 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 New Haven
 - AISEC at Yale
 - American Red Cross
 - Animal Welfare Alliance
 - Asylum Seeker Advocacy Project
 - Black Student Alliance
 - Bridges ESL
 - Building Bridges
 - Camp Kesem Yale
 - Challah for Hunger
 - Circle of Women Yale
 - CityStep
 - Code for Good
 - Code Haven
 - Community Health Educators
 - Crisis Text Line
 - Demos
 - Education & Community Building Initiative
 - Elm City Echo
 - Elmseed Enterprise Fund
 - Engineers Without Borders
 - Expressive Arts Therapy
 - Fair Haven Tutoring
 - First-Years in Service
 - Flyte Scholastics
 - Funbotics
 - Girl Up Yale
 - Girls on the Run
 - HAPPY
 - Harbor Scholars
 - Hear Your Song
 - Hunger & Homelessness Action Project
 - Knit One Give One
 - A Leg Even
 - Living History Project
 - MathCounts Outreach
 - Matriculate
 - MEChA
- MedSci
 - Miracle League Dance
 - Moneythink
 - Music Makers
 - New Haven REACH
 - New Haven Urban Debate League
 - PALS Tutoring & Mentoring
 - Period @ Yale
 - Peristalsis Dance Group
 - Project Bright
 - Public Health Coalition
 - QuestBridge
 - RALY
 - Refugee & Immigrant Student Education
 - Remedy at Yale
 - Rotaract Club
 - Safe Water Action Project
 - SheCode
 - Splash at Yale
 - Student Environmental Coalition
 - Student Partnerships for Global Health
 - Synapse
 - Teaching Peace Initiative
 - Timmy Global Health
 - Undergraduate Association for African Peace & Development
 - Undergraduates at CT Hospice
 - Urban Fellows Program
 - Urban Improvement Corps
 - Urban Philanthropic Fund
 - Volunteers around the World
 - Voluntoken
 - Yale Children’s Theater
 - Yale Refugee Project
 - Yale Undergraduate Legal Aid Association
 - Yale Undergraduate Prison Project
 - Yale Undergraduates for UNICEF
 - Y2Y New Haven
 - and more

Peer Counseling

 - Mind Matters
 - Peer Liaisons
 - Walden

The Student Voice.

(Overheard at Yale — politics and publications)

Speaking up and speaking out are Yale traditions, as you'll see if you pick up a copy of the *Yale Daily News* (America's oldest college daily) or attend a debate hosted by the Yale Political Union (the largest undergraduate organization on campus, founded in 1934). Opportunities for discussion and expression outside the classroom are limitless here. Be an investigative reporter or beat blogger for the *Yale Globalist* and join its annual outreach trip abroad. Write about groundbreaking STEM research at Yale for the *Yale Scientific*, or about bioethics and healthcare economics for the *Yale Journal of Medicine & Law*. Hone your talent for satire at the *Yale Record*, the country's oldest college humor magazine. In politics, Yale students identify as staunch conservatives, radical liberals, diehard monarchists, and nearly everything in between. But even when they disagree, a strong sense of community allows them to engage each other in vigorous debate. It's easy to see why so many Yale alums have gone on to shape conversations on the national and international level.



Retired general Stanley McChrystal leading a Yale Political Union discussion. And, left to right: an editorial board meeting at *DOWN Magazine*, an online publication by and for students of color; at work in the *Yale Daily News* office; the staff of the *Yale Scientific*, America's oldest college science publication, at the foot of Science Hill; getting the shot for YTV; a brainstorming session for the next issue of the *Politic*, a journal of politics and culture.

Political Organizations	Publications
ACLU of Yale	<i>Accent Multilingual Magazine</i>
The Conservative Party	<i>The Boola</i>
Disability Empowerment for Yale	<i>Broad Recognition</i>
The Egalitarian Society	<i>China Hands</i>
The Federalist Party	<i>DOWN Magazine</i>
The Independent Party	<i>Fifth Wall</i>
The Liberal Party	<i>Hippopotamus Literary Magazine</i>
MEChA	<i>Journal of Literary Translation</i>
Middle Eastern Resolution through Education, Action, & Dialogue	<i>Journal of Political Thought</i>
Objective Study Group at Yale	<i>Kalliope</i>
Party of the Left	<i>The Logos</i>
Party of the Right	<i>Paprika</i>
Peace & Dialogue Leadership Initiative	<i>The Politic</i>
The Progressive Party	<i>Q Magazine</i>
Soapbox Oratory Collective	<i>Rumpus</i>
Students for a New American Politics	<i>Standby</i>
Students for Justice in Palestine	<i>The Yale Daily News</i>
Students for Sensible Drug Policy at Yale	<i>The Yale Daily News Magazine</i>
The Tory Party	<i>Yale Economic Review</i>
William F. Buckley, Jr. Program at Yale	<i>Yale Entrepreneurship Magazine</i>
Yale Animal Welfare Alliance	<i>Yale Global Health Review</i>
Yale College Democrats	<i>The Yale Globalist</i>
Yale College Republicans	<i>The Yale Herald</i>
Yale Debate Association	<i>The Yale Historical Review</i>
Yale Energy Club	<i>Yale Journal of Health Economics</i>
Yale Israel Public Affairs Committee	<i>Yale Journal of Human Rights</i>
Yale Ivy Council	<i>Yale Journal of Medicine & Law</i>
Yale Model Congress	<i>The Yale Layer</i>
Yale Political Union	<i>Yale Literary Magazine</i>
Yale Undergraduate Legal Aid Association	<i>The Yale Literary Review</i>
Yale Undergraduate Young Democratic Socialists	<i>The Yale Record</i>
	<i>Yale Scientific Magazine</i>
	<i>Yale State & Local Policy Review</i>
	<i>Yale Women's Health Journal</i>
	and more
	and more



Apply.

The Particulars.

How to Apply

Please visit our website 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 first-year 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 first-year 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 first-year 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

The Office of Undergraduate Admissions offers campus tours and information sessions every weekday and selected Saturdays. Current schedules and travel suggestions are available at admissions.yale.edu/tours.



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; student organizations; athletic programs; a virtual tour; and a quick cost estimator.

Other Questions?

203.432.9300
admissions.yale.edu/questions

Affordable. For Everyone.

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 all students, regardless of citizenship or immigration status, 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, more than 50% of undergraduates qualify for need-based scholarships from Yale. The average annual grant from Yale to its students receiving financial aid for the 2018–2019 academic year was approximately \$53,000, or about two-thirds the cost of attendance.

Yale also provides undergraduates on financial aid with grant support for summer study and unpaid internships in the United States and 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.
- | Estimated costs for 2019–2020 | |
|----------------------------------|----------|
| Tuition & fees | \$55,500 |
| Room | \$9,400 |
| Board | \$7,200 |
| Books, fees, & personal expenses | \$3,825 |
| Total | \$75,925 |

Estimate Your Yale Cost in 3 Minutes
admissions.yale.edu/estimate-your-cost

We offer two tools for estimating the cost of a Yale education after accounting for financial aid. The Quick Cost Estimator provides a ballpark estimate based on six simple questions. The Net Price Calculator generates a sample financial aid award based on more detailed financial information. Although neither tool can capture all the information an aid officer would use to evaluate financial need, they provide a look at what a family can expect to pay based on Yale's current financial aid policies.

admissions.yale.edu/financial-aid



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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,
4th Floor, 203.432.0849. For
additional information, see
<https://equalopportunity.yale.edu>.

Title IX of the Education
Amendments of 1972 protects
people from sex discrimination
in educational programs and
activities at institutions that
receive federal financial
assistance. Questions regarding
Title IX may be referred to the
University's Title IX Coordina-
tor, Stephanie Spangler, at
203.432.4446 or at titleix@yale.edu, or to the U.S. Department
of Education, Office for Civil
Rights, 8th Floor, 5 Post Office
Square, Boston MA 02109-
3921; tel. 617.289.0111, fax
617.289.0150, TDD 800.877.8339,
or ocr.boston@ed.gov.

In accordance with federal
and state law, the University
maintains information on
security policies and procedures
and prepares an annual campus
security and fire safety report
containing three years' worth
of campus crime statistics and
security policy statements,
fire safety information, and a
description of where students,
faculty, and staff should go to
report crimes. The fire safety
section of the annual report
contains information on current
fire safety practices and any fires
that occurred within on-campus
student housing facilities. Upon
request to the Office of the 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 intercolle-
giate athletic programs.
Upon request to the Director
of Athletics, PO Box 208216,
New Haven CT 06520-8216,
203.432.1414, the University will
provide its annual report to any
student or prospective student.
The Equity in Athletics Disclo-
sure 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 06520-8234; <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 <https://bulletin.yale.edu>.

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