

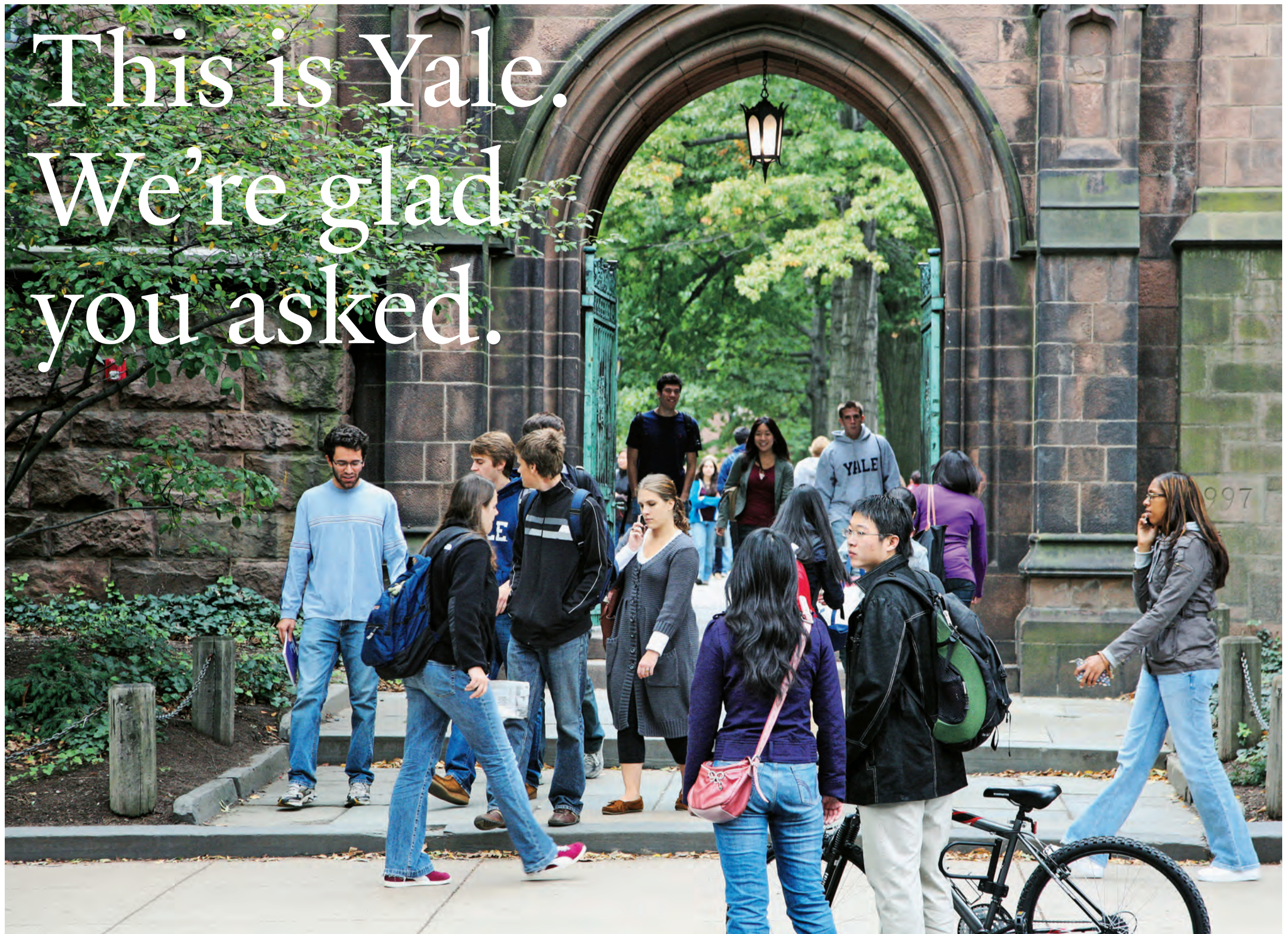
# Yale.\*

\*A Guide to Yale College, 2021–2022





This is Yale.  
We're glad  
you asked.





# Lives.

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# Lives.

A photograph of a Yale building entrance. The building features large stone arches and windows with black frames. Two people are walking on the left, and two more are walking on the right. The scene is captured in a cinematic style with soft lighting.

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 for a hot breakfast. I usually take eggs, potatoes, 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 Marx Science & Social Science 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

- > Red Territory (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

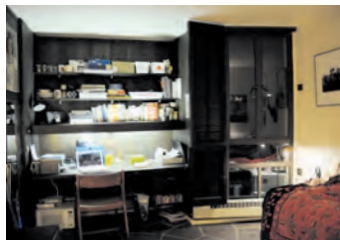
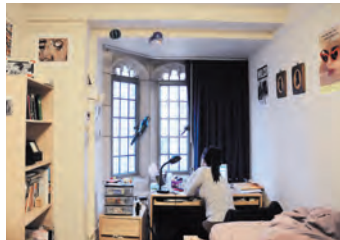
him would diminish. In 1927 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1889), made a "secret mission" to England to study Oxford and Cambridge universities' collegiate system. "The men came back convinced," writes Goldberger, that dividing the undergraduate body into 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.

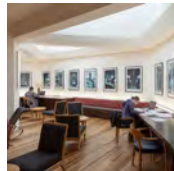
From top: A common room in Branford College; a bedroom in Farnam Hall on Old Campus; a bedroom in Berkeley College; a bedroom with built-in desk and bookshelves in Ezra Stiles College; and a common room in Pierson College.



# 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.



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

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

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



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

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



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

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



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



**BASEMENT Student Kitchen**  
All the tools you need, whether you're preparing a 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*.

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



**FLOOR 1 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.



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

**FLOOR 2 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.



## 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.

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."

"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



**Catherine Panter-Brick**, the Bruce A. and David Ellen Chabner 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.






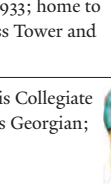
















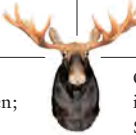



They may run out of your favorite veggie-Caesar wrap, but no matter what time you arrive or whom you sit with, no dining hall will have a shortage of interesting conversation. "Dinner for me was something extraordinarily important," says a recent alum. "I'd sit down across from someone and ask them what

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; Silligloos in the courtyard
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	Flag Football Volleyball Pickleball Soccer Cross Country Table Tennis	Coed Coed Coed Coed Coed Coed
Winter	Hoops Hoops Broomball Inner-Tube Water Polo Bowling Swim Meet	Men (A,B,C) Women Coed Coed Coed Coed Coed
Spring	Dodgeball Badminton Hoops Playoffs Hoops Playoffs Indoor Soccer Golf Spikeball	Coed Coed Men (A,B,C) Women 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, executive director of Council on American-Islamic Relations; Emily Anthes, science journalist and author; David France, violinist and 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** Conchita Cruz, founder and co-director of Asylum Seeker Advocacy Project; Erin Morley, Metropolitan Opera soprano; Daniel Ziv, documentary filmmaker and social justice advocate; Tommy Orange, author of *There, There*; Don Lemon, CNN anchor and correspondent.

**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*; George Takei, actor and activist.

**Grace Hopper** Nevline Nnaji, director of *Reflections Unheard: Black Women in Civil Rights*; Leslie Dewan, nuclear engineer and CEO of Transatomic Power; Michael Twitty, food blogger; Claudia Rankine, poet.

**Morse** Madeleine Albright, former U.S. Secretary of State; Kevin Olusola, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Ashley Edwards, founder and CEO of MindRight Health.



# 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*

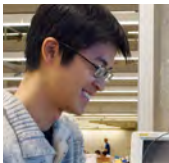
**Hannah  
Untereiner**  
(above right)

**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

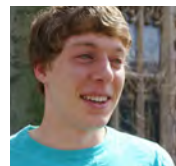


“At 1 a.m. before a snow day, Hanoi was showing everyone some music he’d been working on. Mark got his trombone to play along, and after five minutes, he, Ethan, Hanoi, and I were all playing our respective instruments. Then Ethan’s girlfriend joined in on the vocals, and we jammed for two hours. The 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)

This has been a year of challenges: to health and well-being, to academic commitments and extracurricular pursuits, to social fellowship and social justice. First-years (fall) and sophomores (spring) alternated their semesters in residence to reduce the number of students on campus; most courses were taught remotely; all Ivy League sports competitions were canceled; activities that precluded physical distancing—for example, dramatic performances, singing groups, musical ensembles—had to be reimaged for virtual spaces. Yet in the words of Yale College Dean Marvin Chun, “All of you, wherever you were, carried your Yale spirit with you, showing creativity, perseverance, imagination, and—if you will allow me a nod to Handsome Dan—sheer doggedness. Well done, Bulldogs.” Here are a few stories of doggedness in this year of the pandemic.

## Intern at the Met

Junior Sid Carlson White is one of the inaugural spring-term Arsht interns at the Metropolitan Museum of Art. White, who is majoring in American Studies and Economics, is contributing research toward a Winslow Homer exhibition.

## Expanding the Canon

Violinist Ava Gehlen-Williams, a sophomore majoring in Environmental Studies and Music, co-published “Integrating ‘Music by Black Composers: Violin Volume 1’ into the Suzuki Method for Violin Teachers and Students.” It serves as a guide to the incorporation of works by Black composers into the violin curriculum and repertoire.

## Across the Pond

Two seniors and four members of the Classes of 2019 and 2020 were named Rhodes, Gates Cambridge, and Marshall scholars, among the most coveted awards for postgraduate study. As Rhodes scholars at Oxford, History major Brian Reyes will pursue an M.Phil. in comparative social policy; Alondra Vázquez López, who is majoring in Ethnicity, Race, & Migration, will study for master’s degrees in migration studies and in refugee and forced migration studies; and recent grad Jackson Willis, who majored in Economics and Humanities, will pursue master’s degrees in economics

for development and in global governance and diplomacy. As Gates Cambridge scholars, alumnae Hallie Gaitsch, who majored in MCDB, will pursue a Ph.D. in clinical neurosciences; and Clara Ma, who majored in Global Affairs, will pursue a Ph.D. in land economy. And as a Marshall scholar at Oxford, recent grad Keerthana Annamaneni, who majored in Political Science, will pursue an M.Phil. in political theory.

## 50 Women 150

Seniors Emma Gray and Annie Roberts, juniors Sunnie Liu and Christina Robertson, and recent graduate Olivia Thomas curated *Art in Focus: Women From the Center* at the Yale Center for British Art. The exhibition celebrates women artists in the YCBA’s collections and was inspired by the recent campus-wide celebration of the 50th anniversary of coeducation at Yale College and the 150th of women students at Yale.

## Climate Justice

Sophomore Hema Patel was among the panelists on “Climate Conversations: Centering Justice and Local Voices.” Organized by the Yale College Council and student environmental groups, the panel brought students and local community leaders together for a discussion focused on environmental justice and advocacy. Patel, who is co-president of the Association of Native Americans at Yale, is majoring in History of Science,

Medicine, & Public Health and South Asian Studies.

## STEM Stars

Four juniors earned Goldwater Scholarships, the preeminent undergraduate award for outstanding students who plan to pursue research and teaching careers in the natural sciences, engineering, and mathematics. Daniel Chabeda’s goal is a Ph.D. in theoretical chemistry; Megan He plans on a Ph.D. in environmental engineering; Ronald Hood on a Ph.D. in biophysics; and Sarah Zhao on a Ph.D. in statistics and data science.

## 30 Under 30

Sophomore Anna Zhang, who is majoring in Computing & the Arts, was named a Forbes “30 Under 30” innovator and leader. Zhang, a photographer, designer, and creative director, previously won Google Play’s Change the Game Design Challenge for her mobile game BrightLove.

## Boola Boola

Five-time U.S. national figure skating champion Nathan Chen, a Statistics & Data Science major, earned his third consecutive men’s title at the World Figure Skating Championships in March. Psychology major Tabea Botthof helped her German ice hockey team, ESC Planegg, win its eighth championship title. Astronomy major Dan Williamson earned a spot on Rowing New Zealand’s men’s

elite eight team; a top-two finish at the final qualifying regatta will earn him and his crew a trip to the Tokyo Olympics. Seven Yalies were named to the fall 2020 All-Ivy Academic teams: seniors Nick Dahl (cross country), Zane Dudek (football), Alexandra McCraven (soccer), Sydney Terroso (field hockey), and Mark Winhoffer (soccer); and juniors Jocelyn Chau (cross country) and Ellis De Jardin (volleyball).

## Accessible Engineering

Senior Michelle Tong, juniors Sebastian Bruno, Veronica Chen, Alice Huang, and Josh Vogel, and sophomore Melanie King were summer engineering design/research scholars in a Yale-Smithsonian Institution collaboration on accessibility in museums. Meeting on Zoom and building prototypes at home, one team focused on making the Smithsonian’s *World on the Move: 250,000 Years of Human Migration* exhibit accessible to blind and low-vision visitors; the other on making sound-based experiences accessible to the deaf and hearing-impaired.

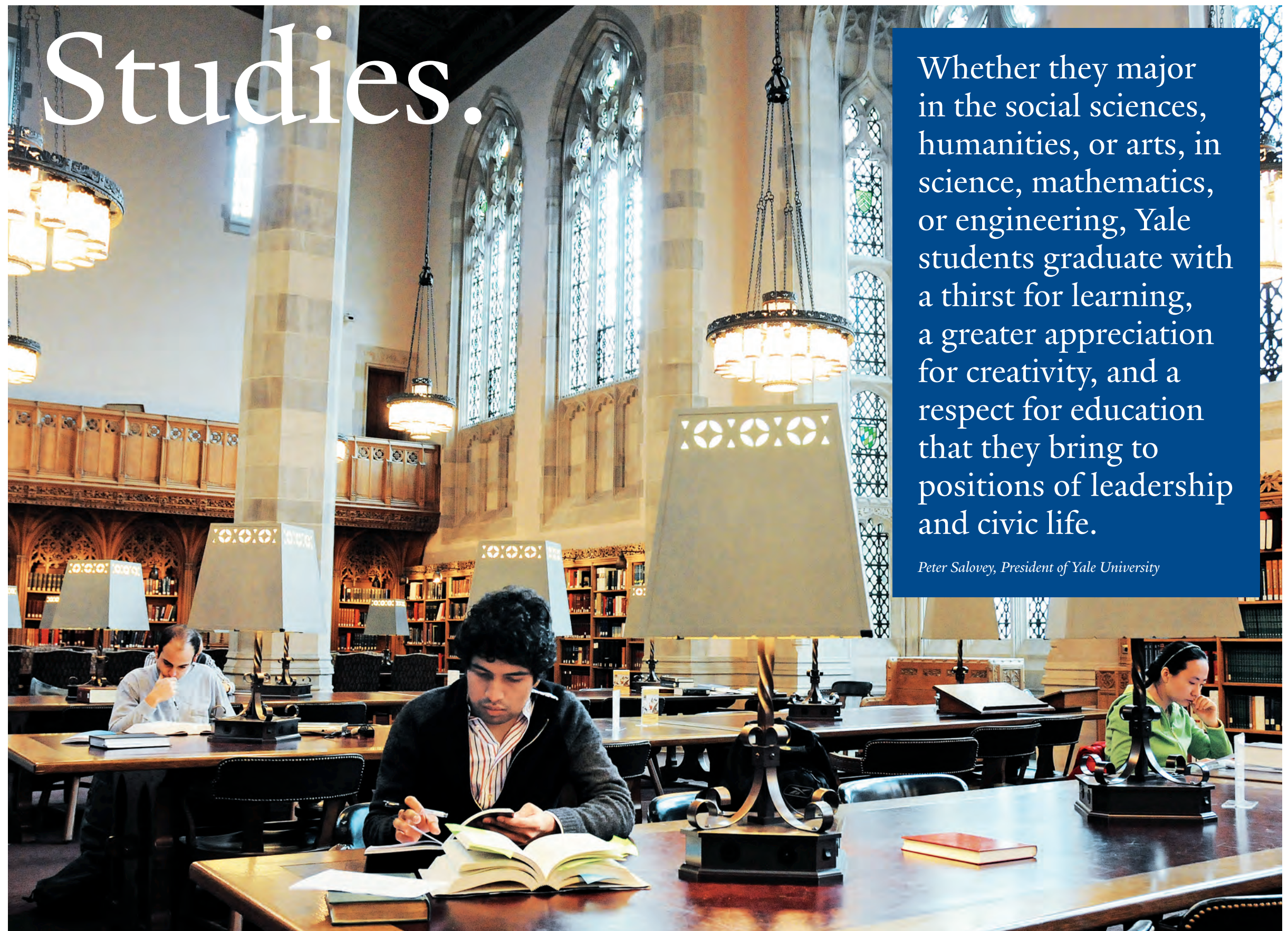
## Performance Power

Senior Xavier Washington, who is majoring in African American Studies, earned a spot on season nineteen of *American Idol*. Washington, who has been a Whiffenpoof and leader of the baritone section of the Yale Glee Club, performed John Mayer’s “Gravity” on the sixth episode.

## The latest stats on who goes to Yale

1,267	24%
Class of 2024 (enrolled)	major in the Arts and Humanities
50	37%
states + D.C. and Puerto Rico	major in the Social Sciences
53	38%
countries	major in STEM
52%	19%
men	hold double majors
48%	95%
women	graduate within five years
55%	59%
identify as members of a minority group	have jobs on campus
9%	66%
international students	participate in community service
19%	80%+
will be the first in their family to graduate from a four-year college or university	participate in inter-collegiate, club, or intramural athletics in non-COVID years
67%	67%
from public schools	of recent graduates report their intention to pursue an advanced degree within five years, and 17% began an advanced degree immediately after graduation
33%	
from private or parochial schools	
59%	
receive a need-based Yale scholarship	
21%	
are Pell Grant recipients	
94%	
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.

(Expect the unexpected in course selection)

At the start of each semester, Yale students have an opportunity to visit classes before finalizing their schedule. After an early registration process that helps them gauge availability of limited enrollment courses, students use the first week of classes to confirm their interest in courses, discover unexpected academic gems, compare schedules with friends, and add or drop classes from their preliminary schedules.



Preparing for the new semester is a much anticipated ritual called “Blue Booking” (from the days of hard copies, when the blue-covered catalog listing about 2,000 courses was dog-eared, highlighted, and Post-It flagged by the start of the year). Today, Elis eagerly anticipate the arrival of the new Blue Book online. Blue Booking takes place around multiple screens, and making course wish lists is done individually, in small groups of friends, and en masse at Blue-Booking parties.



## 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 for **Introduction to Graphic Design**. Even though this is an introductory studio course, it’s still very intimate, with only thirteen students. At this first class meeting, the professor asks us to create four compositions using just a few sheets of paper and a pair of scissors. One needs to embody “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. I work hard on doing 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. We’re refining some songs, and I stay late to rehearse a dance with a few other ’Winks that we put in for one of them, 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. After learning that **Asian American History** is only taught every other year, I decide to take it!



**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 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. It’s also a course with both undergraduates and graduate students. But its meeting time partly overlaps with **Introduction to Graphic Design**, so I can’t take both.

**10:30 am**  
Deciding to save **Computer Graphics** for next year, 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**  
After consulting with my academic adviser, residential college dean, and suitemates, I’ve decided to take **Asian American History**, **Junior Art Seminar**, **Typography**, **Information Security in the Real World**, and **Introduction to Graphic Design**. I feel really good about my final schedule and am excited about the semester ahead.



Wish Lists.

With more than 1,000 courses offered each semester, selecting just 4 or 5 is a challenge.

	Monday	Tuesday	Wednesday	Thursday	Friday
9am					
10am	MATH 242 Theory of Statistics DL 220		MATH 242 Theory of Statistics DL 220		MATH 242 Theory of Statistics DL 220
11am	HIST 165 The American Century LC 102	PLSC 257 Bioethics and Law SLB AUD	HIST 165 The American Century LC 102	PLSC 257 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 A51		AFAM 186 Contesting Injustice WTS A51		

### 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	283
11:35-12:25	Philosophy of Religion	WLH 119
11:35-12:50	World Performance	BAL AUD
1:00-2:15	Intro to Psych	SLB AUD → prereqs.
1:00-2:15	Intro Econ	SSS 114
1:30-3:20	America in the Middle East, 1978-2006	WLH 201
1:30-3:20	History of Christianity, 800-1500	Pasenfeld
3:30-5:20	Ethics and the Media	8 Prospect 121
3:30-5:20	Bible as Literature	H&S 217 B ← seminar

10:30-11:25	Europe in Total War	SSS 114
11:35-12:25	American Photographs	<del>SSS 218</del> TBA
11:35-12:25	MATH 112 (Calc)	LOM 215
11:35-12:25	Islamic Near East: Mohammad to Mongols	PR 97 A002
11:35-12:25	Intro to Ancient Greek History	WLH 201
7:20-7:45	Screenwriter's Craft	TBA
8:30-9:20	Chinese Art and Archaeology	Corin 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 Reqs.

HU	1
SO	11
SC	
QR	1
WR	1
L	

→ Take placement test

### 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, interdisciplinary program for first-years. It includes three yearlong courses—literature, philosophy, and historical and political thought—in which students read the seminal works of Western and Near Eastern cultures.

### 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 1,200 faculty laboratories in 50+ degree-granting programs in the Faculty of Arts and Sciences, Yale School of Medicine, and Yale School of the Environment. 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 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, internships, laboratory work, and volunteer service. (See pages 52–55)

### Summer Awards

Yale's Summer Experience Award (SEA) supports undergraduates on financial aid who are pursuing unpaid or underfunded arts apprenticeships or internships with nonprofits; NGOs; local, state, federal, or tribal government entities; and laboratory or other research facilities. Students

with an approved U.S.-based experience receive a \$4,000 stipend. Those with an approved international experience receive a \$6,000 stipend.

### 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 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.

### Prioritization

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,WR) ✓  
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 (QR) ✓  
3:30-5:20 Hitchcock (T) ✓  
Chinese (10:30, 9-25, 11:35) ✓  
Engl 129 ? (WR) (Mon) ✓  
10:30-11:20 Crime & Punishment (SO) ✓  
11:35-12:25 Europe Int. Hist since Nietzsche ✓  
11:35-12:25 Int. Ideas & Institutions ✓  
1-2:15 Contemporary Challenges ✓  
3:30-5:20 Intro Psych ✓  
3:30-5:20 The UN ✓  
Euro Int. History since Nietzsche ✓  
CHNS 115 ✓  
ENGL 129 ✓  
Intro Pol. Phil. ✓  
First-Order Logic ✓  
Hitchcock ✓  
Crime & Punishment ✓  
Religion in Hist (Seminar) ✓  
PSYC 110a ✓



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	82	First-Year Seminars in 2020–2021, each open only to fifteen or twenty first-years.	79%
Student-to-faculty ratio.			Of Yale College courses enroll fewer than 20 students.
2:1			35%
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.
65		1,306	
Languages taught at Yale, from Akkadian to isiZulu.		International study, research, and internship experiences undertaken by Yale College students in 2018–2019.	
		\$10,500,000	
		Fellowship and International Summer Award (ISA) funding for international study, research, and internship experiences undertaken by Yale College students in 2018–2019.	
1,000+		62%	84%
Faculty members in Yale's Faculty of Arts and Sciences.		Of seniors graduating in 2019 participated in international study, research, and/or internships while at Yale.	Medical school admission rate for Yale College graduates (national average, 42%).

15,000,000+

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

200+	60+
Summer fellowships for undergraduate science and engineering students each year.	Creative and performing arts grants awarded to student playwrights, dancers, writers, musicians, and filmmakers each semester.
1,200+	24/7
Science, math, and engineering labs at Yale College and the graduate and professional schools.	Hours the Center for Engineering Innovation and Design is open for student use.
46%	300,000
Percentage of Yale College students graduating with a STEM major who are women.	Objects in the permanent collection of the Yale University Art Gallery.

36/8	85%
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.	Percentage of students in the Class of 2020 who graduated with no student debt.

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

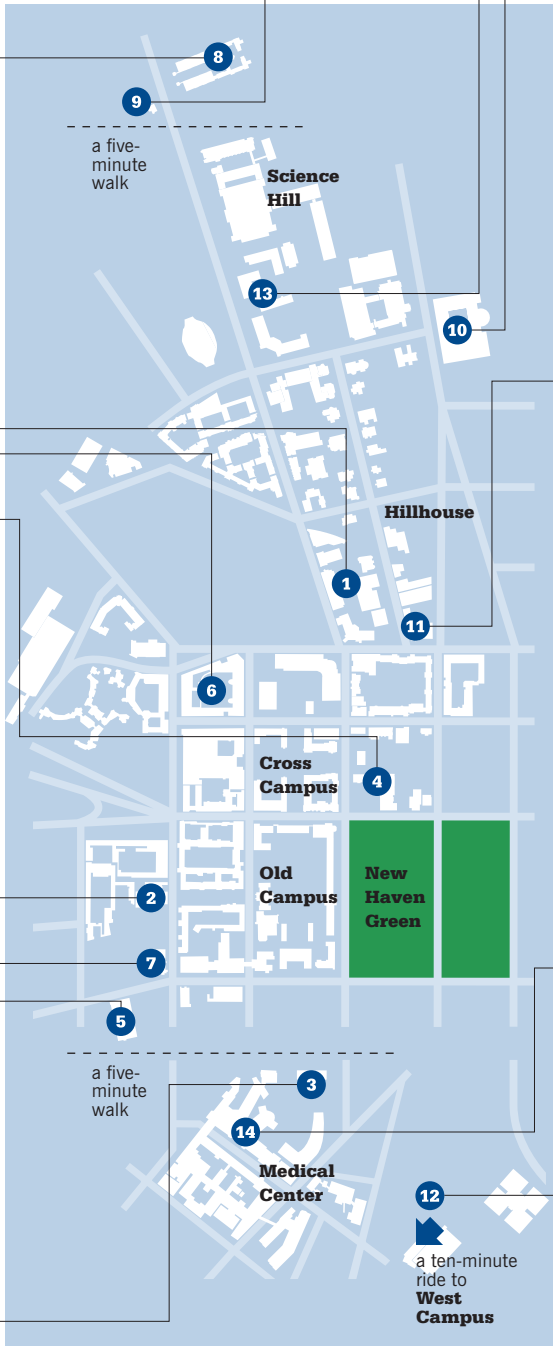
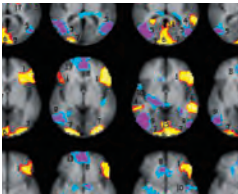
**11 Graduate School of Arts & Sciences** Continue conversations from graduate-level seminars over coffee and muffins at the newly renovated Humanities Quadrangle on York Street. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join 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 the Environment** 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, earth and planetary sciences, 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.”

**Ruth Blake**  
Professor of Earth and Planetary Sciences and Environmental Engineering; Professor in the School of the Environment

Professor Blake teaches courses in geochemistry, environmental geomicrobiology, minerals, and human health/medical geology. Her research focuses broadly on the co-evolution of Earth and life. Her motto is, “where there is life, there is phosphorus,” and recent work has focused on development of new geochemical tools and biomarkers to study microbial phosphorus cycling in the deep oceans and beneath the seafloor, and to detect early life. She has participated in several ocean exploration and research expeditions and was chief scientist on the exploration vessel *E/V Nautilus*.

**Recent Courses**  
Minerals and Human Health; Environmental Geomicrobiology; Introduction to Geochemistry; Extremophiles: Life on the Edge

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; former Head of Ezra Stiles College

Professor Pitti teaches courses in Latino studies, Western history, immigration history, civil rights, 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 and a member of the *California History* editorial board.

**Recent Courses**  
Race, Radicalism, and Migration in Latinx History; 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*; *Biological and Physiological Determinants 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."

**Ruth Blake** "As bright as they are, the 'aha' moments that come when they are presented with new knowledge they find fascinating, or upon figuring something out on their own after mastering new skills, are priceless."

**Michael Della Rocca** "I teach in Directed Studies [a yearlong advanced first-year course in Western and Near Eastern civilizations]. It's 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."

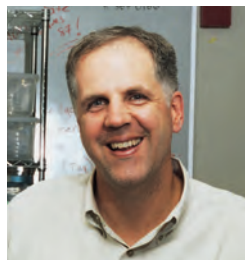
**Meg Urry** "I was not in a university before coming here. I worked in the lab that ran the Hubble telescope for NASA, which was exciting. But when I came here I felt like I had died and gone to heaven. I think I was born to teach and should have been teaching all along. The quality of the Yale undergraduate 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 a project 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.'

**Marta Figlerowicz** "Students here do not merely want to do well within preexisting systems; they want to question how the world works, and eventually to change it. The atmosphere this perspective creates in the classroom is incredibly stimulating. It's a space where everyone is challenged and constantly learning. At Yale, more than anywhere else I've been, my research and my teaching feel inseparable."

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; Provost

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 modern European urban and social history. In 2019 he won the DeVane Medal for distinguished undergraduate teaching. 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 fourth edition of *A History of Modern Europe* (2019).

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



**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. Her most recent book, *What's Divine about Divine Law? Early Perspectives*, won the 2015 National Jewish Book Award in Scholarship; and her *Introduction to the Bible* was published in 2012 by Yale University Press as part of the Open Yale Courses series.

**Recent Courses**

Interpreting the Bible in Antiquity; Divine Law in Historical Perspective; Elementary Biblical Hebrew

**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 and is the author, most recently, of *Parmenidean Ascent* (2020).

**Recent Courses**

The Philosophy of Spinoza; Modern Philosophy from Descartes to Kant; Directed Studies: Philosophy; Knowledge and Action

*Professors Hayes and Della Rocca are married.*

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.”

**Marta Figlerowicz** “The students here are ambitious and diligent, like many other students, but they also think in terms of the ‘big picture.’ Undergraduates are also at the heart of Yale’s public-facing intellectual life. Some of the most fascinating events I have attended here, such as a poetry performance by Andrea Gibson, were organized and led by student groups.”

**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



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

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

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

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

**Marta Figlerowicz**

Associate Professor of  
Comparative Literature  
and English

Professor Figlerowicz teaches courses on philosophies of the self, literary and critical theory, modernism, and world cinema. Her research articulates a counter-tradition to aesthetic individualism that has been present in Western art and literature at least since the seventeenth century, and which has particular resonance in today’s digitally mediated environments. Her publications include *Flat Protagonists: A Theory of Novel Character* (2016) and *Spaces of Feeling: Affect and Awareness in Modernist Literature* (2017). Among her current projects is a book on global histories of selfhood.

**Recent Courses**

Six Pretty Good Selves; Selfhood, Race, Class, and Gender; How to Compare; Internet Cultures, Histories, Networks, and Practices; World Cinema; Readings in English Poetry I and II; Introduction to Narrative; Feminist and Queer Theory



**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.

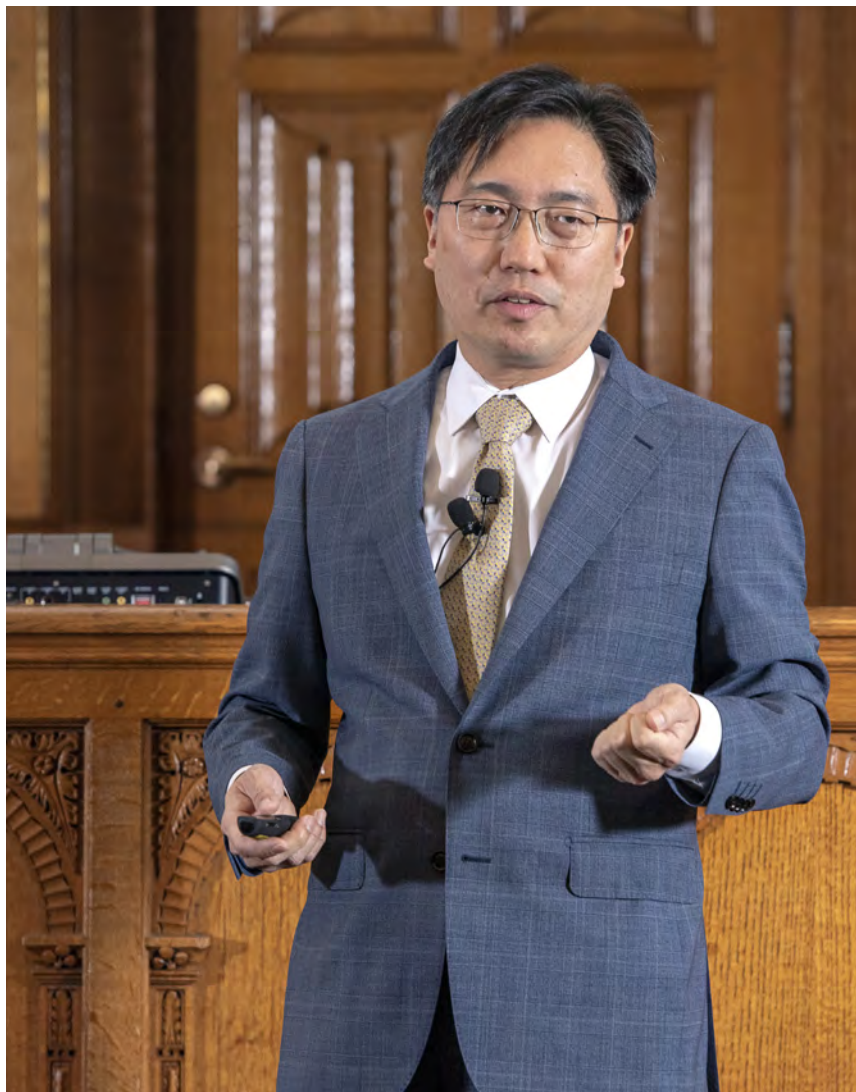
**Recent Courses**

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 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 to the science that you do as an undergraduate is unique."

**Ruth Blake** "Yale offers tremendous support and freedom to pursue independent research and develop novel courses that incorporate real research materials and data. I especially enjoy teaching lab-based courses where students get hands-on, discovery-based learning opportunities."

**Marta Figlerowicz** "My work is interdisciplinary, and it matters a lot to me that all of the departments it relates to are of the highest caliber here. And I'm impressed by the university's readiness to give new ideas and teaching methods room to grow."

**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, Earth and Planetary Sciences, and the School of the Environment. 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 (team-taught)



# A Hands-On Education.

*(And why six hands are better than two)*

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.

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.



“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 almost 300,000 objects representing world cultures from ancient times to the present. Recent exhibitions include *Ceremonial Dress from Southwest China*, celebrating a recent gift to the museum; *Matthew Barney: Redoubt*; and *Place, Nations, Generations, Beings: 200 Years of Indigenous North American Art*.

**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 the Environment 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 \$10.5 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 Summer Experience 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 a Summer Experience 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.”





## Jenna Salameh

**Hometown** Orland Park, IL

**Major** Neuroscience

### Yale International Experience

Spent the summer in Amman, Jordan, studying Arabic and Middle Eastern culture through the CET Intensive Language Summer Program, funded by a Yale Summer Experience Award.

**Post-Yale Plan** “Going to medical school and hopefully exploring more of the world while learning new languages along the way.”



“In Wadi Rum, a desert valley in southern Jordan, we camped out in the middle of the valley with local Bedouins. After sharing a traditional dinner cooked underground in an oven buried in the sand, we all sat around drinking tea while enjoying tunes played on a stringed instrument called the rebab. After sunset, we lay under stars that covered every inch of the sky, one of the most incredible views I’ve ever seen. I spent the entire night sharing and hearing life stories with people I had met only a few weeks back, in a language that I had been studying for only a year. That moment highlighted how, in such a short time, my life had been enriched with so much knowledge and so many new friendships that I will carry with me forever.” *Jenna*

## 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 2018–2019

Africa: 105

Asia: 270

Canada: 3

Europe: 694

Latin America & Caribbean: 133

Middle East: 43

Multiple regions: 37

Oceania: 21

Total: 1,306

## 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 (in 2019, courses were offered in Brazil, Croatia, Czech Republic, Ecuador, Eswatini [Swaziland], France, Germany, Italy, Japan, Morocco, Russia, 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.

## Summer Internships

The Office of Career Strategy assists students seeking internship experiences throughout the globe. In 2019, students spent the summer in 119 countries outside the United States exploring careers in a global environment. Internship opportunities reflect the full range of interests among Yale students, from journalism to the arts, politics to public health, and finance to technology.

## 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.

“After sophomore year, I took a gap year to study Mandarin in China. There was a monthlong break between my two language programs, so I stuffed my backpack, hopped on a train, and spent the next four weeks making my way 1,600 miles through western China by myself. The first week, I decided to hike Emei Shan, one of the Four Sacred Mountains of Buddhism. I stayed at one of the monasteries along the trail, and as I was sitting in the courtyard one of the monks sat next to me and motioned for me to cross my legs and meditate with him. Afterwards, we talked for a while about his life at the monastery. Then he reached into his robes, whipped out his smartphone, and added me on WeChat (the Chinese equivalent of Facebook). I set out for China with less than a year of Mandarin under my belt, and I learned a ton in my language classes. But the most enriching and memorable moments all came from interacting with people, many of whom I still keep in touch with today.” *Arizona*



# 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 solve 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.

**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.

**6 Graduate Schools Most Attended**  
When they enroll in business, law, medical, or graduate school, recent Yale graduates have most often attended Cambridge, Yale, Oxford, Columbia, Stanford, and Harvard.

**Top Fellowship Producer**  
Yale is consistently a top producer of fellowships. Since 2010, in addition to more than 240 Fulbright Fellowships, Yale students have been awarded 44 Rhodes, 21 Marshall, 29 Goldwater, 15 Truman, and 33 Gates Cambridge Scholarships, as well as 317 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.



**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.”



**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.

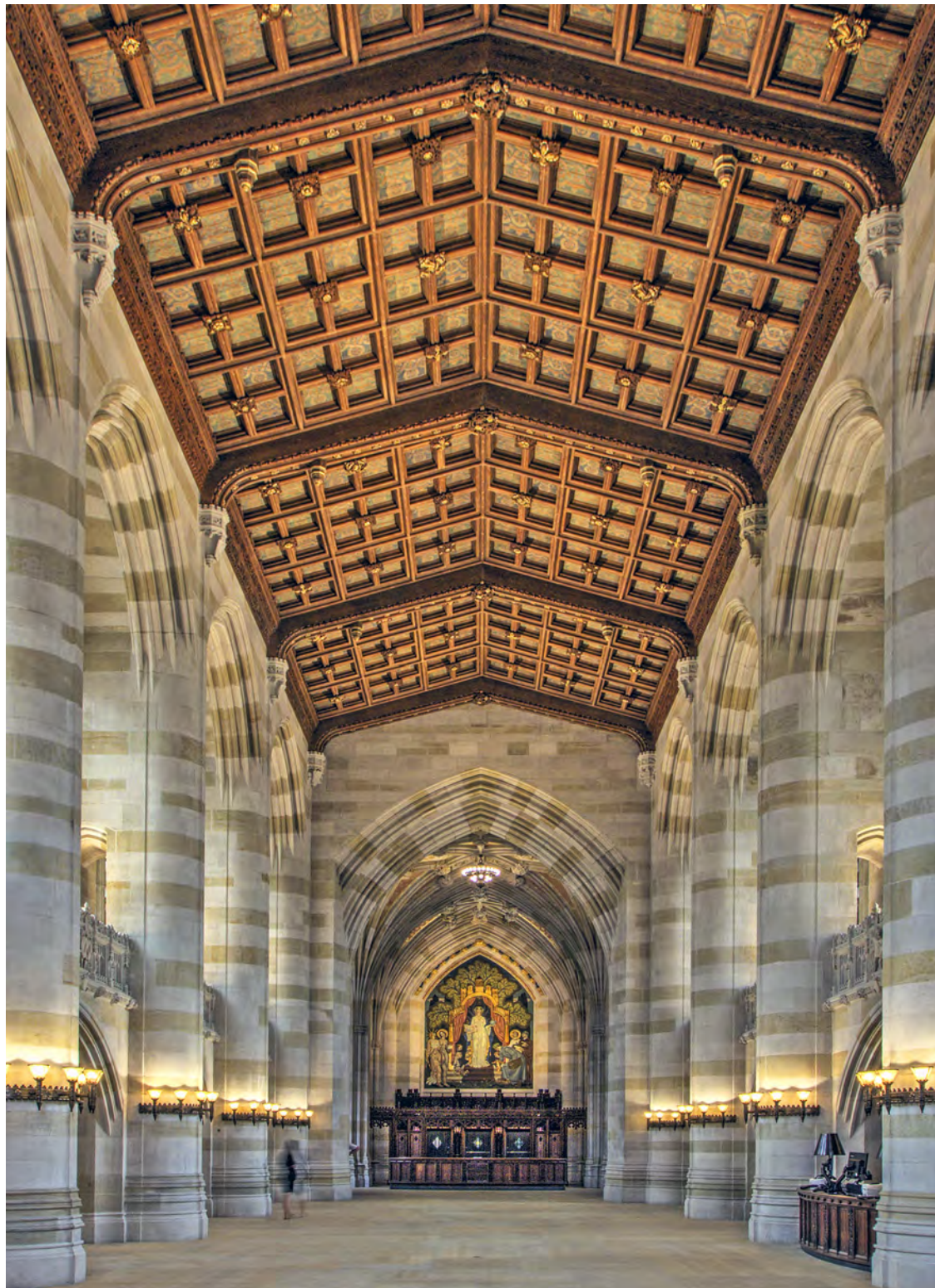
"Among the nation's oldest universities, Yale is the one most firmly embedded in its city and defined by its architecture. Our campus is a living history of the architecture and urbanism of its three centuries in New Haven, and home to the work of some of the world's greatest architects. From the modest 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 380 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.

**Sweet Tooth** M&M’s, corn flakes, marshmallows, and cannoli cream are a few of the unconventional toppings on the curious circular confections at Donut Crazy. Boxes of these treats are favorites at residential college study breaks.

**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, Caribbean, Colombian, Ethiopian, Indian, Japanese, Mexican, Middle Eastern, Peruvian, Russian, and Thai 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*



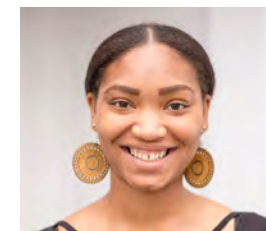
"I'm from **Los Angeles**. The summer after my first year, I studied in **Valencia, Spain**. This winter, I traveled to **Ghana** on a trip sponsored by the Afro-American Cultural Center. I also traveled to **Cuba** during spring break for my Cuban History course.  
*Uzo Biosah, Ethics, Politics, & Economics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



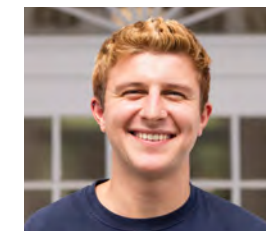
"I'm from the suburbs of **New York City**. Last summer, I interned in **Geneva, Switzerland**, at the Stop TB Partnership, a UN global health organization, with support from a Yale fellowship."  
*Karen Jiang, Economics and Statistics & Data Science Major*



"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*



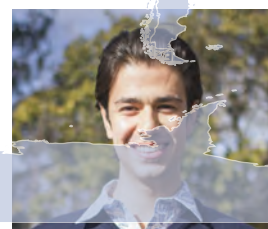
"I'm from a rural small town, **Deep Gap, North Carolina**. I studied in **Germany, Austria**, and the **Czech Republic** after my first year and planned Model UN conferences in **Hungary and Taiwan** with the Yale International Relations Association. Recently, I traveled to **Israel** with the Slifka 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*



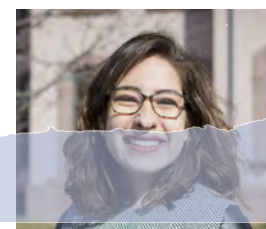
"I'm from **Danville, California**. I received a Light Fellowship for a ten-week language program in **Seoul, South Korea**. Although I'm a heritage Korean speaker, it was my first time living in Korea. This year I studied Philosophy at **Oxford**, and it was a great taste of what graduate school might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



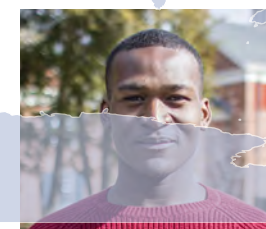
"I'm from **Albuquerque, New Mexico**. I studied in **Italy** with the Summer in Rome Humanities program and in **China** on a Light Fellowship. The Brady-Johnson Program in Grand Strategy funded my research in **Japan, Taiwan, and Korea** on East Asian politics."  
*Phil Wilkinson, History/Global Affairs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



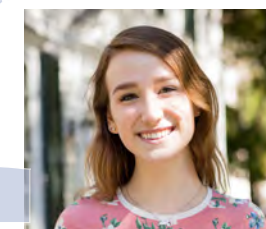
"I was born outside of **São Paulo, Brazil**, and lived in **Venezuela and Panama** before my family settled in **Cincinnati, Ohio**. I spent the summer after my first year in **Recife, Brazil**, as a marketing intern at a local education NGO serving kids in the favelas."  
*Ana Barros, Political Science/Education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



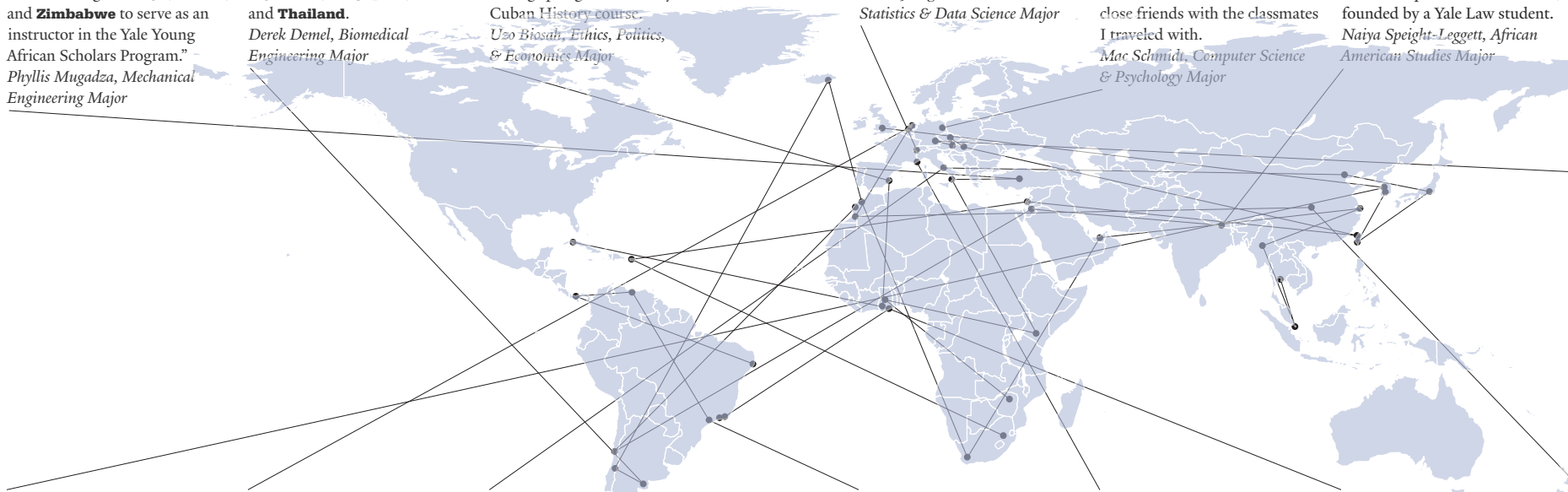
"I'm from **Palo Alto, California**. This summer, I will spend six weeks in **Nice, France**, completing a physician shadowing program and taking two classes related to health care: Public Health in France, and Literature and Medicine."  
*Chloe Sales, Molecular, Cellular, & Developmental Biology Major*



"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, discipline, and teamwork. The aspiration is that in the course of preparation and competition, students enter a co-curricular laboratory for learning that will fit them to lead in all of their future endeavors."

*Excerpted from the Yale Athletics Mission Statement*



## Recent Ivy Titles

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

## Nationally Ranked

Basketball (M)  
Heavyweight Crew  
Lightweight Crew  
Crew (W)  
Fencing (M, W)  
Football  
Lacrosse (M)  
Sailing (Coed, W)  
Soccer (M)  
Squash (M, 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+

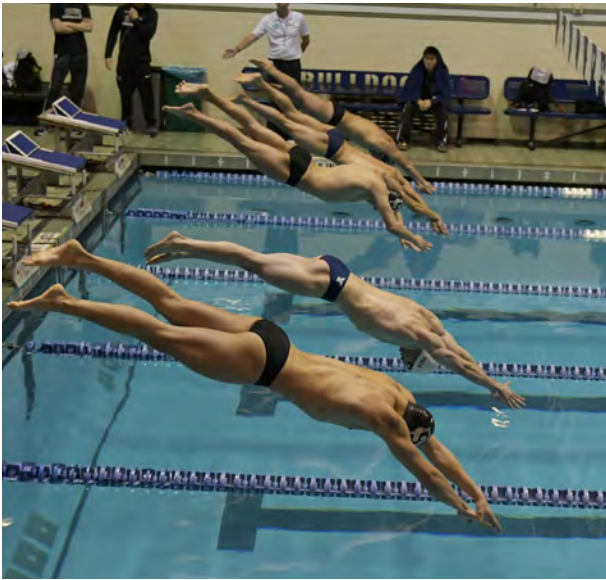
Yalies who participate in varsity athletics in non-COVID years.

2,400+

Students who participate in intramural games through the residential colleges in non-COVID years.

80%

The percentage of the student body participating in some form of athletic activity in non-COVID years.



**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
- 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.



**Carol Roberts Field House**

opened in 2018 and is the first Yale athletic facility 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 2020, is a short distance from the other athletic facilities, in the Westville section of New Haven. It will host the NCAA regional final in 2022.

**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.

**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.

**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.



**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 18 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 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 and Media Studies, Music, or Theater and Performance 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 catering to such disparate interests as hip-hop, classical chamber music, Chinese calligraphy, and fashion design. Many—like the Yale Glee Club, Yale Dramatic Association (the Dramat), Yale Concert Band, and the a cappella groups—are part of the long-established, deeply rooted history and lore of Yale College. Within this vibrant creative life, students have the freedom to create something totally new even as they become part of Yale's legendary arts tradition.

Known as the Dramat, the Yale Dramatic Association is the second-oldest college theater association in the country and the largest undergraduate theater organization at Yale. Here, the group performs *Sweeney Todd* at the Yale School of

Drama's University Theatre, one of many superb performance venues open to undergraduates.



**Tavi Wolfwood** is a Sociology major and Global Health Scholar in Pauli Murray College. He is a member of the Spizzwinks(?) and the Glee Club and a producer for original musical theater.

**Simone Williams** is an Astrophysics major in Branford College. Her extracurriculars include club gymnastics, the Black Women's Coalition, and Black Students at Yale. Simone is also a recruitment coordinator for the Undergraduate Admissions Office.

**LiMei Vera** is a Political Science and American Studies major in Silliman College. She serves on the board of the Yale Hunger and Homelessness Action Project and volunteers for Project Homeless Connect.

**Catherine Alam-Nist** is a first-year in Grace Hopper College. She's also an active member of the Yale College Democrats.

**Rebecca Salzhauer** is a sophomore in Saybrook College. She is a member of the improv group Purple Crayon and works as a Peer Wellness Champion.

**Matthew Pettus** is a Neuroscience major in Saybrook College. He works with the Public Health Coalition, writes for the *Yale Global Health Review*, and sings with the Baker's Dozen. Matthew also does research in a neuroscience lab at the medical school and volunteers with the Hypertension Awareness and Prevention Program at Yale (HAPPY).

**Bradley Nowacek** is a first-year in Morse College who plans to double major in English and Theater & Performance Studies. He is a member of the comedy group Tilting at Windmills.

**Kyra Gee** is majoring in English and Theater & Performance Studies. A sophomore in Pauli Murray College, she works at Sterling Library and rock climbs with the Yale Climbing Team.

**Ale Campillo** is a junior in Jonathan Edwards College pursuing a dual degree in Theater & Performance Studies and Ethnicity, Race, & Migration. Ale is also the assistant musical director of the a cappella group Shades and a student coordinator at La Casa Cultural.



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 Ratmanský’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**
- Amorium Labs
- Art Exhibition Students at Yale
- Crafternoons
- Design for America Yale
- Guild of Bookmakers
- Yale Art History Group
- Yale College Anime Society
- YaleMakes
- Yale Undergraduate Photography Society

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

- Singing Groups**
- The Baker’s Dozen
- C#
- Cadence of Yale
- Contour
- Doox of Yale
- Gospel Choir
- Hangarak
- Living Water
- Magevet
- Mixed Company
- The New Blue
- Out of the Blue
- Pitches & Tones
- Proof of the Pudding
- Redhot & Blue
- Shades
- Society of Orpheus & Bacchus
- Something Extra
- The Spizzwinks(?)
- Tangled Up in Blue
- The Whiffenpoofs
- Whim ’n Rhythm

- Film**
- Bulldog Productions
- Yale Undergraduate Film Alliance

- Fashion**
- Y Fashion House
- Music**
- Berkeley College Orchestra
- Davenport Pops
- Guild of Carillonneurs
- Low Strung
- Music Makers
- Red Territory
- Synth Labyrinth Collective
- Undergraduate Music Production Association
- Yale Concert Band
- Yale Folk Music Collective
- Yale Handbell Ensemble
- Yale Hip-Hop
- Yale Klezmer Band
- Yale Precision Marching Band
- Yale Symphony Orchestra
- Yale Undergraduate Chamber Orchestra
- Yale Undergraduate Jazz Collective
- Yale Undergraduate Piano Collective

- Comedy/Improv**
- The Cucumber
- The Exit Players
- The Fifth Humour
- The Good Show
- Just Add Water
- Lux Improvitas
- The Odd Ducks
- The Opening
- The Purple Crayon
- Red Hot Poker
- Sphincter Sketch Comedy
- Tilting at Windmills
- The Viola Question

- Spoken Word**
- Jook Songs
- Teeth Slam Poets
- Telltale
- WORD
- Unique**
- Aerial & Circus Arts Collective
- Ambient Sounds Society
- Chocolate & Confectionary Artisans
- Ink & Vellum: Undergraduate Architecture Society
- Maison de Beauté
- The Whistlepoofs
- Yale Anti-Gravity Society
- Yale Magic Society
- Y Pop-Up
- Yale Students Immersive Media
- and more

- The Yale Alley Cats
- Yale Russian Chorus
- Yale Slavic Chorus
- Yale Undergraduate Choral Society

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



# 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  
American Institute of  
Chemical Engineers  
American Society of  
Mechanical Engineers  
Amorium Labs  
Biomedical  
Engineering Society  
Black Pre-Health  
Students at Yale  
Boat-Building Club  
Bulldogs Racing  
Code for Good  
Code Haven  
Community Health  
Educators  
Data4Humanity  
Dimensions  
Engineers Without  
Borders  
Environmental  
Education  
Collaborative  
FIRST at Yale  
Girls in Science  
Global Initiative for  
Biomedical Innovation  
Grace Hopper  
Coalition of Students  
in Technology  
GREEN  
HackYale Student  
Group  
HAPPY  
Health & Education  
Advocates for  
Refugees  
MathCounts Outreach  
Medical Professions  
Outreach  
MedSci  
National Society of  
Black Engineers  
Neuroscience Educa-  
tion Undergraduate  
Research Organization  
Out in STEM  
Project Bright  
SheCode  
Simplex Sciences  
Society of Hispanic  
Professional Engineers  
Society of Physics  
Students  
Society of Women  
Engineers

STEM & Health Equity  
Advocates  
Student Partnerships  
for Global Health  
*Symposia*  
Synapse  
Tau Beta Pi  
TEDx Yale  
Undergraduate  
Cognitive Science  
Collective  
Undergraduate  
Mathematics Society  
Undergraduate  
Pre-Veterinary Society  
Undergraduate  
Women in STEM  
United Against  
Inequities in Disease  
User Experience  
Society  
Volunteers around  
the World  
Women & Gender  
Minorities in CS  
Women in Chemistry  
Women in Physics  
Y-BioIncubator  
Y-IEEE  
Yale Computer Society  
Yale EMS  
Yale Funbotics  
Yale Genetics Club  
Yale Helix Group  
Yale iGEM Team  
Yale Math Competition  
*Yale Scientific  
Magazine*  
Yale Student  
Environmental  
Coalition  
Yale Student Mental  
Health Association  
Yale Summer Science  
Research Institute  
Yale Undergraduate  
Aerospace Association  
Yale Undergraduate  
HOSA  
Yale Undergraduate  
Science Olympiad  
YEEBUG: Ecology &  
Evolutionary Biology  
Undergraduate Group  
YHack  
*and more*



# 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 Lux

Episcopal Church at Yale

First Love Yale

Hindu Students Organization

Ichthys

InterFaith Forum

International Church at Yale

Jewish Christian Bible Study

Light & Truth

LuMin at Yale

Muslim Students Association

Orthodox Christian Fellowship
- Progressive Christian Students Organization

The Rivendell Institute

Saint Thomas More Undergraduate Council

Sikhs at Yale

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

W{holy} Queer

Yale Buddhist Sangha

Yale Hillel

Yale Students for Christ

Young Israel House at Yale

and more

<b>Afro-American Cultural Center</b>	J.M. Bolin Program	<b>La Casa Cultural</b>	<b>Asian American Cultural Center</b>	Japanese American Students Union	Vietnamese Students Association (VISA)
Arab Students Association	Muslim Students Association	Ballet Folklórico Mexicano	A Leg Even	Jashan Bhangra	Yale Movement
Black Church at Yale	National Society of Black Engineers	Brazil Club	Alliance for Southeast Asian Students	Jook Songs	and more
Black Men's Student Union	Nigerian Students Association	CAFE: Central Americans for Empowerment	Asian American Health Advocates	Kalaa	<b>Native American Cultural Center</b>
Black Pre-Health Students at Yale	Rhythmic Blue	CAUSA	Asian American Students Alliance	Kasama	American Indian Science & Engineering Society (Yale chapter)
Black Solidarity Conference	Shades a Cappella	Club Colombia	Asian-ish	Korean American Students at Yale	Association of Native Americans at Yale
Black Student Alliance at Yale	Steppin' Out	Club Venezuela	Bridges ESL	Malaysian & Singaporean Association (MASA)	DOWN Magazine
Black Students for Disarmament at Yale	Students of Mixed Heritage	Contigo Perú	C# a Cappella	MonstRAASity	Henry Roe Cloud Conference & Powwow
Black Women's Coalition	Teeth Slam Poets	De Colores	Chinese American Students Association	Muslim Students Association	Muslim Students Association
BlackOut	Undergraduate Association for African Peace & Development	Dominican Student Association	Chinese Undergraduate Students	Negative Space	Red Territory
Caribbean Students Organization	Undergraduate Gospel Choir	La Unidad Latina	Hangarak	Queer+ Asian	Students of Mixed Heritage
Delta Sigma Theta	Urban Improvement Corps	Latina Women at Yale	Hanppuri	Rangeela	and more
Dominican Student Association	WORD	MEChA	Himalayan Students Association	Sikhs at Yale	
DOWN Magazine	Yale African Students Association	Mexican Student Organization	Hindu Students Organization	South Asian Society	
Dzana Dance	and more	Sabrosura	Hong Kong Students Association	Sri Lankans at Yale	
Heritage Theater Ensemble		Society of Hispanic Professional Engineers	Indonesia Yale Association	Student Association of Thais at Yale	
		Sube		Taiwanese American Society	
		and more		Unity Korean Drum & Dance Troupe	

**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

Broad Recognition

Circle of Women

Dimensions

Reproductive Justice Action League (RALY)
- Women Everywhere Believe

Women's Athletic Council

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.

- BlackOut

De Colores

DOWN Magazine

Engender

Harbor Scholars

Ichthys

Out in STEM

Pride Corp
- Prisme LGBT+ in New Haven

Queer+Asian

Supporting Student-Athletes at Yale

Trans@Yale

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.
- Living History Project  
MathCounts Outreach  
Matriculate  
MEChA  
MedSci  
Migration Alliance at Yale  
Miracle League Dance  
Moneythink  
Music Makers  
New Haven REACH  
PALS Tutoring & Mentoring  
Period @ Yale  
Peristalsis Dance Group  
Project Access at Yale  
RALY  
Restaurant Rescue Project  
RISE  
Rotaract Club  
SheCode  
SNUGS Yale  
Splash at Yale  
Student Partnerships for Global Health  
Synapse Outreach  
Timmy Global Health  
Undergraduates at CT Hospice  
Urban Fellows Program  
Urban Improvement Corps  
Urban Philanthropic Fund  
Vida Volunteer  
Volunteers around the World  
Women Everywhere Believe  
Yale Children’s Theater  
Yale Education Tutoring Initiative  
Yale Effective Altruism Student Group  
Yale EMS  
Yale Undergraduate Legal Aid Association  
Yale Undergraduate Prison Project  
Yale Undergraduates for UNICEF  
Y2Y New Haven  
and more
- Community Service Student Groups**  
A Leg Even  
AIDS Walk New Haven  
AISEC at Yale  
Alzheimer’s Buddies  
American Red Cross  
Animal Welfare Alliance  
Arnold Air Society  
Black Student Alliance  
Bridges ESL  
Building Bridges  
Camp Kesem Yale  
Campus Girl Scouts  
Challah for Hunger  
Circle of Women Yale  
CityStep Yale  
Code4Good  
Code Haven  
Community Health Educators  
Crisis Text Line  
Demos  
Elm City Echo  
Elmseed Enterprise Fund  
Engineers Without Borders  
Environmental Education Collaborative  
Estamos Unidos Asylum Project  
Expressive Arts Therapy  
Fair Haven Tutoring  
Females for Finance  
First-Years in Support of New Haven  
Flyte Scholastics  
Funbotics  
Girls on the Run  
HAPPY  
Harbor Scholars  
Hear Your Song  
Hunger & Homelessness Action Project  
Immigrant History Project
- Peer Counseling**  
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/Advocacy Organizations	Publications
Black Students for Disarmament at Yale	<i>Accent Multilingual Magazine</i>
Choose Life at Yale	<i>Azure</i>
The Conservative Party	<i>The Boola</i>
Disability Empowerment for Yale	<i>Broad Recognition</i>
The Egalitarian Society	<i>China Hands</i>
Every Vote Counts	<i>Distilled</i>
The Federalist Party	<i>DOWN Magazine</i>
GREEN	<i>Elm City Echo</i>
The Independent Party	<i>Her Campus at Yale</i>
J Street U	<i>Hippopotamus Literary Magazine</i>
MEChA	<i>Journal of Literary Translation</i>
Party of the Left	<i>Light &amp; Truth</i>
The Progressive Party	<i>The Logos</i>
ReformAmerica	<i>The Politic</i>
Stand with "Comfort Women"	<i>Rumpus</i>
Students for Carbon Dividends	<i>Symposia</i>
Students for Sensible Drug Policy at Yale	<i>The Yale Daily News</i>
Thi[NK] at Yale	<i>Yale Economic Review</i>
The Tory Party	<i>Yale Global Health Review</i>
William F. Buckley, Jr. Program at Yale	<i>The Yale Globalist</i>
Yale College Democrats	<i>The Yale Herald</i>
Yale College Republicans	<i>The Yale Historical Review</i>
Yale Debate Association	<i>Yale Journal of Behavioral Economics</i>
Yale Depolarization Initiative	<i>Yale Journal of Human Rights</i>
Yale International Relations Association	<i>Yale Journal of Medicine &amp; Law</i>
Yale Israel Public Affairs Committee	<i>The Yale Layer</i>
Yale Model Congress	<i>Yale Literary Magazine</i>
Yale Political Union	<i>The Yale Literary Review</i>
Yale Socialist Party	<i>The Yale Phoenix</i>
Yale Student Energy Association	<i>The Yale Record</i>
Yale Student Environmental Coalition	<i>The Yale Review of Disability Experience</i>
Yale Undergraduate Young Democratic Socialists	<i>Yale Scientific Magazine</i>
and more	<i>Yale State &amp; Local Policy Review</i>
	<i>Yale Undergraduate Women's Health Journal</i>
	and more





# 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 & Virtual Visits

When campus is open to visitors, the Office of Undergraduate Admissions offers tours and information sessions. Visit [admissions.yale.edu/tours](http://admissions.yale.edu/tours) for updated availability and links to live virtual sessions and the virtual tour.



For detailed information about admissions and financial aid, please visit **[admissions.yale.edu](http://admissions.yale.edu)**

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

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

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

Click on **Affordability** 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](http://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 2019–2020 academic year was approximately \$55,100, 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 \$75,000 (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 \$75,000 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 2021–2022**

Tuition & fees	\$59,950
Room	\$10,100
Board	\$7,700
Books, fees, & personal expenses	\$3,825
Total	\$81,575

**Estimate Your Yale Cost in 3 Minutes**

[admissions.yale.edu/estimate-your-cost](https://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](https://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, Senior Director  
of the Office of Institutional  
Equity and Access, at  
203.432.0849. For additional  
information, see <https://oiea.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](mailto: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](mailto: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 Yale Police  
Department at 203.432.4400, the  
University will provide this  
information to any applicant for  
admission, or to prospective stu-  
dents and employees. The report  
is also posted on Yale's Public  
Safety website; please 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  
Disclosure Act (EADA) report  
is also available online at  
<http://ope.ed.gov/athletics>.

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

For all other matters related  
to admission to Yale College,  
please contact the Office of  
Undergraduate Admissions,  
PO Box 208234, New Haven  
CT 06520-8234; 203.432.9300;  
<http://admissions.yale.edu>.

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

**Yale College** Established 1701  
**Graduate School of Arts  
and Sciences** 1847  
**School of Medicine** 1810  
**Divinity School** 1822  
**Law School** 1824  
**School of Engineering &  
Applied Science** 1852  
**School of Art** 1869  
**School of Music** 1894  
**School of the Environment**  
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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