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

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Lives.
Yale is at once a tradition, a company of scholars, a society of friends.

Yale: A Short History, by George W. Pierson
(Professor, Yale Department of History, 1936–73)
From the moment they arrive, freshmen are able to dive into all that Yale has to offer. In part this is because so many programs are in place specifically to welcome and guide first-year students—from pre-orientation to freshman counselors (Yale seniors) to Freshman Seminars (small classes taught by some of Yale’s most prominent professors) to parties. We caught up with three freshmen in between their first and second semesters. Here they share advice on money, independence, and schedules; reflect on their own freshman expectations; and record a day in their lives during the first year.

A Monday in the life of

10:45 am
Wake up and shower.

11:35
Political Philosophy (one of my favorites, in which we discuss great works by authors such as Aristotle, Hobbes, and Tocqueville).

12:35 pm
Lunch with some friends from Pierson College who take Political Philosophy with me.

1:30
Arabic and then run to WLH (William L. Harkness Hall) for Music Theory because we get out a little late.

2:30
Music Theory.

4:00
Back to my room, talk to Matt, my roommate.

6:00
Matt and I go to dinner at Trumbull.

7:00
Black Men’s Union meeting where we have a guest speaker.

8:30
Club Squash practice.

10:30
Back to the room for reading and sleep.

First Year’s Classes

- Introduction to Political Philosophy
- International Ideas and Institutions: Contemporary Challenges
- Elementary Modern Standard Arabic (both semesters)
- Introduction to the Elements of Music (intro music theory)
- Africa since 1885
- Intensive Elementary Portuguese
- Calculus of Functions of One Variable II
- Elementary Studies in Analysis and Composition I (music)

Activities

- Shades A cappella singing group that focuses on African-American music; started in 1985 by a small group of Yale freshmen at the Cultural Connections preorientation program.
- Yale Black Men’s Union
- Club Squash
- Black Student Alliance at Yale
- Battell Chapel Choir Conducted by graduate choral conducting students; the choir sings for Sunday University Church services in Battell.

Brandon Sharp
Hometown
Solon, CT
Anticipated Major
Political Science and International Studies (now Global Affairs)

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

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

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

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

On expectations: Many factors went into my decision to come to Yale, but the most important were the people and the culture. First, I wanted a place that had a strong black community because that was something I was missing in high school. Second, I saw an underlying sense of humility in the culture of Yale that is uncommon at schools of its caliber. The well-established music community and International Studies major were other key factors, but ultimately the most important part of choosing a school was being comfortable with the people you will be around for the next four years of your life. As for the classes, perhaps I got lucky, but I thoroughly enjoyed my classes first semester. The professors I had were brilliant yet approachable and presented material in a challenging and interesting manner. I have found that in this short semester I have grown significantly intellectually.

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

Cultural Connections (CC) introduces freshmen to Yale’s cultural resources and explores the diversity of student experiences on campus, with emphasis on the experiences of students of color and on issues related to racial identity.

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

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

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

On Perspectives on Science and Engineering: All of the lecture topics are fascinating. We had lectures from a range of disciplines, including quantum computing, looking for new and novel microbes and drugs in the rain forest, and tissue engineering as it relates to repairing spinal injuries.

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

A Friday in the life of...

9:15 am)
Wake up, check e-mail, get ready for classes.

9:40 am)
Walk to Commons, eat breakfast, skim notes for chem.

10:30 am)
Freshman Organic Chemistry, with Professor McBride, who always gives interesting lectures. He usually has a demo that goes with the lecture. One day, to demonstrate how much of a difference there is between isomers, he passed around vials with the two different isomers of carvone—one smelled like caraway and the other like spearmint, even though they only differ in the direction in which one hydrogen atom is pointing.

11:20 am)
Walk back to my suite to finish my Perspectives on Science and Engineering homework with my suitemate.

12:45 pm)
Lunch in Silliman with some of my friends and suitemates.

1:30 pm)
Perspectives on Science and Engineering discussion section. On alternating weeks, lectures by Yale faculty about their current research, and then discussions in smaller sections.

2:45 pm)
Rush over to PWG (Payne Whitney Gymnasium) for Frisbee practice. Catch the bus to the IM (intramural) fields. Catch up and play—we usually practice throwing and catching, dolls and scrimmage.

6:00 am)
Catch the IM bus back to campus. Dinner with the team, usually in Pierson.

7:00 am)
Shower, chat with my suitemates and friends in the adjoining suite, and try to get some work done.

9:00 am)
Attend a performance. One of my friends is always performing in something—Glee Club, opera, or Davenport Pops.

12:00 am)
Every Friday at midnight freshmen on my floor crowd into our freshman counselor’s suite to catch up and eat pizza.

1:00 am)
Bedtime, especially if I have a tournament on Saturday.

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

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

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

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

A Thursday in the life of...

9:00 am)
Comparative Latin American Politics: Get ready to take a lot of notes.

10:15 am)
Breakfast. At Berkeley College, I usually get a bagel, muffins, waffle, or fruit and yogurt, and orange juice. At Commons, I get pancakes, hash browns, and occasionally a soft-serve ice cream.

10:30 am)
I go back to my room and work on homework or an assigned reading. That is, when I don’t end up talking with people on the floor.

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

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

1:00 pm)
Statistics for Political Science: Standard deviation? Multilinear regression? Multicolinearity among regressors? Yes, yes, and yes. We learn about statistical tools that you can apply to political studies, such as in election polls.

1:30 pm)
Have a coffee with a friend, go to office hours, and/or work grading Spanish homework assignments.

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

3:00 pm)
Time to go to the library to do problem sets or readings.

3:30 pm)
Hang out with friends, have random conversations, go to a party, a play, or go to get a late-night snack.

(Sometimes it’s 3 or 4 am) Go to bed and get some sleep!
Anatomy of a Residential College.
(Yale has no dormitories)

Even before freshmen arrive they are assigned to one of Yale’s twelve residential colleges. More than mere dormitories, the colleges are richly endowed with libraries, dining halls, movie theaters, darkrooms, climbing walls, ceramics studios, “butteries” a.k.a. snack bars, and many other kinds of facilities. Rather than grouping students according to interests, majors, or sports, each college is home to its own microcosm of the student body as a whole. So if a certain percentage of Yale’s students hail from the west coast or abroad, you can expect to see roughly that percentage in each college.

Yales 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 boosterism by members of each college in the freshman welcome issue of the Yale Daily News and you’ll understand why—they all think they’re the best!

Yale’s college system is the early-20th-century brainchild of philanthropist and alumnus Edward S. Harkness (B.A. 1897). Architecture critic Paul Goldberger tells us in Yale in New Haven: Architecture and Urbanism (Yale University, 2004) that Harkness, like many alumni of his generation, took pleasure in Yale’s growing international reputation and stature but worried that as the University grew, the close bonds between students that had meant so much to him would diminish. In 1937 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1889), made a “secret mission” to England to study Oxford and Cambridge Universities’ collegiate system. “The men came back convinced,” writes Goldberger, that dividing the undergraduate body into a series of residential colleges “was the best route to preserving the network of Yale-inspired connections” that had been so important to them throughout their lives. In the fall of 1933 the first seven of the twelve colleges opened.
Yale in Miniature.

(A tour of Morse College)

**BASEMENT**

**Buttery**
Run by students, “The Buttery” 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.

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

**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.

**BASEMENT**

The Dance and Aerobics Studio was designed for all types of dance, from balletroom to classical Indian bharatanatyam. The Fabric Arts Studio has six looms, several sewing machines, a knitting machine, and more.

**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.

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

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

**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.

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

**FLOOR 2**

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

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

**FLOOR 1**

**Dean’s Apartment**
Dean Joel Silverman lives in Morse with his wife, Alba Estenoz, who is a professional pastry chef; their sons, Noah, and their dog, Oreo.

**Master’s House**
Amy Hungerford is joined in the Master’s House by her husband, Associate Master Peter Chemery, and their children, Clare and Cyrus.
Mastering Life.

What really makes a residential college a college versus simply a place to live is that each has its own dean and master—adults living among students in micro-cosms of Yale College as a whole. The master is the head of his or her college, responsible for the physical well-being and safety of students who live there, as well as for fostering and shaping the college’s academic, intellectual, social, athletic, and artistic life.

Morse Master Amy Hungerford is a professor of English and American Studies and, like most masters, a leader in her field. “Faculty carry their intellectual lives into the social fabric of the college and continue to teach, not only their scholarly subjects, but also the art of living a mindful life,” she says. “The adults who live and work in the colleges—masters, deans, resident fellows, office staff, dining staff—help to ground the community, especially at times of stress and in moments of celebration.” An important part of what makes the residential colleges “home” is that “students in the college naturally come to recognize one another as part of an extended group of friends and acquaintances that make them feel that they belong. The colleges are designed to hit that sweet human scale, where you know a lot of names and faces, and yet still have the sense that you are part of something bigger than your immediate friend group.” Master Hungerford also says that being a master lets her enjoy the playful side of campus life. “Students are always playing creatively, and at Morse I often have the chance to join them.”

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

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

“A few years ago, I was on my way to a panel for the parents of new freshmen, and I ran into one of the seniors in Morse College. I asked her what one point she would want me to convey to the parents of freshmen. She paused, thought about it, and then said, ‘Tell them that Yale is a safe and healthy place for kids to transition into adulthood.’”

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Debate This.
(Pierson Dining Hall conversations in progress)

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

They may run out of your favorite veggie-Caesar wrap, but no matter what time you arrive or whom you sit with, no dining hall will have a shortage of interesting conversation. “Dinner for me was something extraordinarily important,” says another 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.”

Alan Montes and Alex Kais are talking about their recent trips to Kenya and Venezuela for election monitoring and a journalism fellowship, respectively. As they look toward next summer, they are weighing the benefits and trade-offs between summer internships vs. summer classes vs. staying at home.

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

More than Oolong.

(Master’s Teas)

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

Recent guests

Trumpbull Louis Lowry, author of The Giver; Joan Acocella, dance and book reviewer for The New Yorker; Biz Stone, co-founder of Twitter; Martha Stewart, businesswoman, author, and television show host; Cesar Pelli, renowned architect; Ed Norton, actor and director; Howard Dean, former presidential candidate and chair of the Democratic Party.

Davenport Ruth Bader Ginsburg, Associate Justice of the U.S. Supreme Court; Carol Kie, singer, songwriter, activist; Mike Gordon, guitarist, Phish; Margaret Cho, comedian; Dr. Ruth Westheimer, sex expert, author, and talk show host; Garry Trudeau, cartoonist, Doonesbury.

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Exxon Stiles Julie Diaz; Pulitzer Prize-winning author and MacArthur Fellow; Martha Stewart, businesswoman, author, and television show host; Cesar Pelli, renowned architect; Ed Norton, actor and director; Howard Dean, former presidential candidate and chair of the Democratic Party.

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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.

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

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

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Neil Chheda
(at head of table)
Hometown
Great Neck, NY
Major
Political Science
Activities
Yale Model Congress, Yale Debate Association, Yale World Fellows Program

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

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

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Hometown
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Major
Music
Activities
Yale Herald, various chamber groups, music performances, ran NYC Marathon last year

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

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

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

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

Brett and Jamie run together every morning.

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

Jamie

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

Jess
“When I got here I thought, ‘I will learn everything at once.’ Against the advice of my college dean I took the hardest classes I could and kind of burnt myself out. But throughout the year I started to learn that that’s actually not what Yale is all about. It’s the classes, yes. And the skill set for your studies—all that happens. But the people skills—that’s something I don’t think you can get anywhere else. The learning to interact in this whole Ivory Tower environment is just phenomenal and it’s what I love about this place. People ask me do I have any complaints about Yale? And the only one is it gets cold here in the winter. Because I can’t imagine a better group of people to spend these four years with. Each person is such an integral part of the community. You’ll run into groups here or there. Two groups will come together at some random point, meet, and new friendships will be made. Some won’t be kept up, but you’ll run into that person later on or that interaction will affect the next interaction. All that kind of mixing and interaction is what Yale really feeds on.”

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

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

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

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

Who Goes to Yale
1,320 in a typical entering class
Students from all 50 states
80+ countries
51% men
49% women
41% minority students
10% international students
57% from public schools
43% from private or parochial schools
57% receive need-based financial aid
97% of incoming freshmen ranked in the top tenth of high school graduating class
99% of freshmen return sophomore year
32% major in the Arts and Humanities
41% major in the Social Sciences
27% major in the Biological and Physical Sciences
96% graduate within five years
88% live on campus
50% have jobs on campus
13% earn double majors
Over 80% participate in community service
Over 70% participate in intercollegiate or intramural athletics
Over 90% of science majors undertake research with a faculty mentor
Over 60% of graduates ultimately earn M.D.s, J.D.s, M.B.A.s, or Ph.D.s

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

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

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

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

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

zej

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

Jessica and Travis are following in the footsteps of Freshman Counselor, Freshman Aide, Freshman Stu, (personal, not affiliated with Yale)
Studies.
Yale is an institution rich in the traditions of scholarship, abounding in the joys of learning. But a liberal education is not simply given to you. You must actively pursue it. Take every advantage of the treasures here at Yale. The world is all before you.

Richard C. Levin, President of Yale University, 1993–2013
A Liberal Education.
(Freedom to think)

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

The mission of Yale College is to seek exceptionally promising students of all backgrounds from across the nation and around the world and to educate them, through mental discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest. The aim of this education is the cultivation of citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity.
36/8
The degree requirements for graduation are 36 term courses in eight terms, about a third in the major. Students typically take four or five courses per term.

93%
Admission rate for Yale College graduates to medical schools (national average 45%).

66%
Of seniors in the most recent graduating class participated in international study, research, and/or internships while at Yale.

$6,000,000+
Funding for international activities in the most recent academic year.

95%+
Undergraduate science and engineering majors who do research with faculty.

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

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

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

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

800+
Science, math, and engineering labs at Yale College and the graduate and professional schools.

1:1
Yale’s School of Engineering & Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.

1:1
Faculty-to-student ratio in programs and departments.

2,000+
Courses offered each year in 80 academic programs and departments.

53
Number of foreign languages offered.

80+
Majors.

3+3=breadth
There is no specific class you have to take at Yale, but students are required to learn broadly and deeply. Depth is covered in one’s major. Breadth is covered by taking courses in three study areas (the humanities and arts, the sciences, and the social sciences) and three skill areas (writing, quantitative reasoning, and foreign language).

6:1
Student-to-faculty ratio.

15,000,000+
Holdings in Yale’s library, making it the third-largest university library system in the United States.

79%
Of Yale College courses enroll fewer than 20 students.

32%
Enterroll fewer than 10.

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

96%
Of tenured professors of the Faculty of Arts and Sciences regularly teach undergraduate courses.

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

1,335
International study, research, and internship experiences undertaken by Yale College students in 2011–2012.

$6,000,000+
Funding for international activities in the most recent academic year.

1:1
Classes range from one-on-one tutorials to a small seminar to a lecture course of several hundred students.

36/8
The degree requirements for graduation are 36 term courses in eight terms, about a third in the major. Students typically take four or five courses per term.

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

99%
Freshmen who return sophomore year.
College Meets University.
(One of the world’s greatest research universities at your fingertips)

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

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

2. School of Drama Get a student season pass to the Yale Repertory Theatre, and see six plays a year at one of America’s leading professional theaters. Read original manuscripts from Eugene O’Neill’s Long Day’s Journey into Night. Study light plots from the original production of Germaine’s Porgy and Bess. Audition for Yale School of Drama and Yale Cabaret shows. Put on student productions at the University Theatre, with 96 feet of fly space and seating for 624.

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

4. Graduate School of Arts & Sciences Continue conversations from graduate-level seminars over coffee and muffins at the Blue Dog Café. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join undergraduates and graduate students in the Physics department to eat pizza, and hear and present weekly talks on current research. Make heads turn as you graduate wearing your yellow hood indicating that you’ve earned both a bachelor’s and a master’s degree in Molecular Biophysics and Biochemistry.

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

6. 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.

7. School of Architecture Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–65). Check out student shows and curated exhibitions in the Architecture Gallery. Attend an evening lecture by one of the School’s professors who are luminaries in the field, including the dean, Robert A.M. Stern.

8. School of Engineering & Applied Science Take a course in mechanical engineering in conjunction with an independent research project you’re working on in a lab on Science Hill.

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

10. School of Management Enroll for a course at SOM and rub elbows with the next generation of corporate and social leaders and entrepreneurs. Become a Silver Scholar—one of a select handful of seniors who are admitted to SOM directly from Yale College, some of whom are awarded a merit scholarship for the two years of study.

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

12. School of Nursing Take advantage of full access to the Irving Gilmore Music Library with 100,000 scores and parts for musical performance and study; 45,000 pieces of sheet music; 79,000 books about music; 38,000 LP recordings and compact discs; 11,600 microforms of music manuscripts and scores. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers. Earn a paid choir position with the Yale Schola Cantorum or choral conducting students. (Some students earn these coveted spots all four years.)

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


15. School of Drama Get a student season pass to the Yale Repertory Theatre, and see six plays a year at one of America’s leading professional theaters. Read original manuscripts from Eugene O’Neill’s Long Day’s Journey into Night. Study light plots from the original production of Germaine’s Porgy and Bess. Audition for Yale School of Drama and Yale Cabaret shows. Put on student productions at the University Theatre, with 96 feet of fly space and seating for 624.

16. 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.
Blue Booking.  
(When shopping and parties are academic)

Yale is one of the only universities in the country that lets you test-drive your classes before you register. During “shopping period,” the first ten days of each semester, students can visit dozens of classes that interest them to decide which they will actually take. Preparing to shop is a much anticipated ritual in and of itself, called “Blue Booking” (from the days of hard copies, when the blue-covered catalog listing approximately 2,000 courses was dog-eared, highlighted, and Post-It flagged by the start of shopping period). Today, Elis have been known to message each other around the world with word that the new Blue Book is online. Blue Booking takes place around multiple screens, and the making of wish lists of courses is done individually, in small groups of friends, and en masse at parties.

Sunday

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

Monday

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

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

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

2:30 pm
I sneak out of the professor’s amazing lecture because I’ve agreed to meet my roommates in The American Novel since 1945. Our residential college master, Amy Hungerford, teaches the course, and we’re excited to experience it together as proud “Morsels.”

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

Tuesday

9:30 am
I decide this course is a keeper.

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

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

Wednesday

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

Thursday

Today’s schedule is much like Tuesday’s, with the addition of my first lab session for Observing Earth from Space. The director of Yale’s Center for Earth Observation is co-teaching the class, and he introduces us to the satellite imaging technology that we’ll use throughout the semester.

Friday

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

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

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

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

Perspectives on Science and Engineering is a lecture and discussion course for selected freshmen who have exceptionally strong backgrounds in science and mathematics. The yearlong course explores a broad range of topics, exposes students to questions at the frontiers of science, and connects first-year students to Yale’s scientific community. Each year, about 75 freshmen are selected based on outstanding admissions records in mathematics and science.

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

STARs (Science, Technology, and Research Scholars) provides undergraduates an opportunity to combine research, course-based study, and development of mentorship skills. The program offers research opportunities and support to students historically underrepresented in the fields of natural science and quantitative reasoning, such as racial and ethnic minorities, women, and the physically challenged. More than 100 students each year participate in the academic year and summer STARs programs.

International Study Understanding the dynamics of a globalizing world begins in the classroom, with studies ranging from international development to statecraft and power, from ethnicity and culture to public health. But Yale recognizes that experience abroad is essential to preparing students for global citizenship and leadership. Such experience may include course work in foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. (See page 60)

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

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

(Great minds talk about teaching)

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

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 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.”

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

Karuna Mantena

Associate Professor of Political Science

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

Recent Courses

Empire and Modern Political Thought; Gandhi and the Politics of Nonviolence; Directed Studies: Historical and Political Thought; Means and Ends in Politics

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

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

Stephen Pitti

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

Professor Pitti teaches courses in Latino studies, U.S. history, and related subjects. He is the author of The Devil in Silicon Valley: Race, Mexican Americans, and Northern California (2003) and American Latinos and the Making of the United States (2011), and he is currently writing The World of César Chávez (forthcoming, Yale University Press). He serves on the American Latino Scholars panel for the U.S. Secretary of the Interior and has provided expert testimony on comprehensive immigration reform for the U.S. Congress.

Recent Courses

Mexicans and Mexican Americans since 1848; Radical California; Latina/o Histories
Q Why does teaching these students in particular matter to you? If you can find smart, hardworking students at other places, then what makes these students a “drawing card”?

Meg Urry “None of them are one-notes. They are exceptional in many areas. The diversity of their talents makes them incredibly interesting to interact with.”

David Bromwich “The students here have a high average of intellectual alertness. With luck, they bring out that quality in one another, and sustain it in their teachers.”

Michael Della Rocca “I teach in Directed Studies [a yearlong advanced freshman course in Western civilization]. It’s just a lot of fun because you get students with different backgrounds taking subjects they’ve never heard of before. Some of these students are not cut out for philosophy, but they all get into it.”

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

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

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

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.

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

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

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

David Bromwich
Sterling Professor of English

Professor Bromwich is an authority on Romantic and modern poetry and on the history of literary criticism. His books include Hazlitt: The Mind of a Critic, about the moral philosopher, critic, and essayist William Hazlitt; Disowned by Memory: Wordsworth’s Poetry of the 1790s; A Choice of Inheritance: Self and Community from Edmund Burke to Robert Frost; Politics by Other Means: Higher Education and Group Thinkings, which examines the ideological debate over liberal arts education; and Skeptical Music: Essays on Modern Poetry. Hazlitt was a National Book Critics Circle finalist, and Skeptical Music won the 2002 PEN/Saul Bellow Award as the year’s best book of essays by an American.

Professor Bromwich is also a frequent contributor to academic journals, and his reviews and articles have appeared in such publications as The New York Times, The New Republic, The Nation, and The New York Review of Books. He is currently working on an intellectual biography of Edmund Burke.

Recent Courses
Major English Poets (English 123); Style, Purpose, and Persuasion in Literature; English Literature and the French Revolution; Film and Fiction (co-taught); Lincoln in Thought and Action; The Age of Johnson; Wallace Stevens

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.”

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’ve also situated within a larger university that has very active professional schools. The institution I was at didn’t have professional schools. Having the School of Architecture does wonderful things for Yale undergraduates. Having a fantastic School of Music does wonderful things for Yale undergraduates. And they’re all situated close by. That’s something very special about Yale and it gives the Yale undergraduate a completely different kind of experience.”

Michael Donoghue

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

Scott Strobel

“I had some nice options so it was very much a choice. But Yale has a combination of things that is somewhat unique. Opportunities to interact with and teach undergrads, which I see as my mission for being teaching. To be able to expose students to real stuff is a blast. You can read about things in a book, but to hand a kid a 60,000,000-year-old fossil to study is pretty amazing.”

David Bromwich

“I admired the intellectual strength of the English department. I thought Yale had the virtues of a liberal arts college, along with the attractions, and not too many of the drawbacks, of a large research university.”
Marvin Chun
Professor of Psychology; Master of Berkeley College

Professor Chun is a cognitive neuroscientist who teaches in the Department of Psychology, the Interdepartmental Neuroscience Program, and the Cognitive Science Program. His research 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 received the Troland Research Award from the National Academy of Sciences, often considered the most prestigious early-career honor in the field that can be earned by an experimental psychologist. At Yale, he received the Lex Hixon Prize for teaching excellence in the social sciences. He has also received the DeVane Award for Teaching and Scholarship, the oldest undergraduate teaching prize in Yale College, awarded by the undergraduate members of Phi Beta Kappa. The presentation of the award began with the words “Marvin Chun is the man!” praising Professor Chun for the clarity of his teaching, the excellence of his explanations and demonstrations, and his devotion to his students.

Recent Courses
Introduction to Psychology; Mind, Brain, and Society

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.”

Whether I stand before a classroom full of students or I meet with someone one-on-one, I try to treat each student as somebody who is going to do something very meaningful and influential in life. Our alumni bear that out. This is what energizes me in the classroom. If something I teach lingers with students so that it helps them do the right thing outside of the classroom, that’s my reward.”

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

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.

a professor, is a big reason I’m here. There are plenty of good schools where research is all they do and you sit in your lab and you work with graduate students or postdocs and you never see an undergraduate. Beyond that, it’s also a place where you have tremendous colleagues. At a lot of places the caliber of Yale, there is sort of a silo mentality when it comes to lab research. At Yale you have this amazing ability to collaborate with other labs so that collectively you do everything better. The other thing is that we have a fantastic School of Medicine. The department I’m in has joint faculty with the medical school, and medical school faculty also host undergraduates doing research in their labs. To have an environment where there is a clear human application (via the School of Medicine) to the science that you do as an undergraduate is quite unique.”

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

Professor Urry chairs the Physics department. She studies actively accreting supermassive black holes, also known as Active Galactic Nuclei (AGN), and the co-evolution of these black holes with normal galaxies. She came to Yale in 2001 from her tenured position on the senior scientific staff at the Space Telescope Science Institute (STScI), which runs the Hubble Space Telescope for NASA. Using deep imaging with NASA’s three Great Observatories—the Spitzer Space Telescope, the Hubble Space Telescope, and the Chandra X-Ray Observatory—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. In April 2011, she led the U.S. Delegation to the 4th International Conference on Women in Physics, in South Africa.

Recent Courses
Advanced General Physics; Gravity, Astrophysics, and Cosmology; Perspectives on Science and Engineering (co-taught)
Two, Three, Four, Five Heads Are Better Than One.

(Why Yalies like to learn together)

Brigid Blakeslee with her senior design project teammates (Joshua Ruck and Adam Goone) in the new Center for Engineering Innovation and Design. “We developed a robotic arm for retrieving objects dropped off a boat or dock, and we benefitted from our combined disciplines—mine as an electrical engineer and my teammates as mechanical engineers.”

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

Adding to what the world knows is not easy, especially when, at 19 or 20, you haven't even been in the world that long yourself. But as a former student said, “This is not a mediocre place. Everywhere you turn there’s something incredible to attract your eye. In a more ordinary place, you’re not going to be so startled into thought.” From paintings by Picasso to pterodactyl remains to particle accelerators, Yale provides a treasure trove through which undergraduates chase down new knowledge for themselves and sometimes for the world.

**The Secret of a Bird’s-Eye View**

Senior Mary “Cassie” Stoddard learned early in her ornithology training that birds can see colors invisible to humans. “A bird’s eye has four types of color-sensitive cones, while humans only have three,” she says. This fourth cone is sensitive to color in the ultraviolet range. As a result, “birds see an intense world of hues we humans can only imagine,” says Stoddard.

Stoddard and Professor Richard Prum recently used Stoddard’s TetraColorSpace program in their study of New World buntings, one of the first projects to compare modes of color evolution in animals. She presented their findings on avian color at the North American Ornithological Conference in Veracruz, Mexico, and is also the first author of a paper documenting the research, published by *American Naturalist*.

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

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

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

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

Physics’s Noble Cause

Elise Novitski had never done any “real lab work” until she spent the summer after her freshman year in Yale’s A.W. Wright Laboratory. “Once I saw what people were doing, I knew physics was what I wanted to do in life.” She says the toughest thing is to get that first research experience. “What’s different about Yale is they help you start as a freshman and give you money to do it,” she says. That flexibility early in one’s undergraduate career is a big deal because a lot of students go into grad school having done only one type of research. “They’re afraid to try different things because there’s a lot of pressure to accomplish something fast,” says Novitski. Because she started early, she knows the areas of physics she likes and what interesting questions are common to multiple subfields. After earning a summer grant to work on accelerator physics at Cornell, Novitski received funding from Yale through the end of her senior year to “try to make fluids unmix using a laser.” She says research is different from a lot of other extracurricular activities. “You’re part of a team, it’s intellectually engaging, and it has a noble goal— to improve life.”
Mentorship Matters

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

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

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

Encounter at the Beinecke

While taking Modernism and the Avant-Garde, Lisa Sun had a surprising experience among the Beinecke Library’s rare books. She tells the story like this: “One of the poems on the syllabus for my Modernism class was Blaise Cendrars’s ‘La Prose du Transsibérien.’ I first read the poem in a Xerox package of assigned readings, but Professor Poucel promised to show us an original publication of it in the Beinecke. I didn’t think much of this opportunity, presuming that the original publication would resemble all of the old, dusty books I’d seen innumerable times before. But the day we visited the Beinecke, Professor Poucel asked me to help him unfold the deceptive 4 x 6-inch book into a long, poster-sized sheet. As it turns out, Cendrars’s original publication of ‘La Prose’ was featured alongside Sonia Delaunay’s abstract painting, specifically painted for and inspired by Cendrars’s poem. I was fascinated by the collaboration of the two art mediums—the text of the poem and the magnificently colored painting. The Cendrars piece reminded me of a piece by Marcel Duchamp, which also worked within two mediums. I had several enlightening conversations with my professor about the Cendrars and Duchamp pieces. Ultimately, I wrote my final paper on the relationship between ‘La Prose du Transsibérien’ and Duchamp’s Boîte Verte, which I also saw firsthand in the Prints and Drawings Department at the YUAG (Yale University Art Gallery). I found the paper to be rewarding and successful, and it all began with an unexpected encounter with Cendrars’s beautiful piece.”

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

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

Opposite page: Professor Martín García-Castro’s lab is in Kline Biology Tower (KBT), Yale’s tallest building, which sits atop Science Hill.

Jonathan Marquez is from Spring, Texas. His main extracurriculars are M&S (Math and Science) Familias, “a group focused on supporting minority involvement in the sciences,” and working as a translator and nutritional counselor at Haven Free Clinic.
Think Yale. Think World.
(Study, research, intern around the globe)

A nontraditional approach to gaining international experience gives students here access to multiple opportunities to study, research, and intern abroad during their four years. Over and above ordinary financial aid, Yale awards more than $6 million for fellowships, internships, and relief from summer earnings obligations in order to guarantee that every student who wishes will be able to work or study abroad. Beyond these hefty resources is the sheer variety of global experiences students can undertake during school years and summers: study at a major university in another country; field-based or laboratory research; interning with Yale alumni around the world; Yale summer session international courses taught by Yale faculty; or study, work, or service projects of one’s own design. Students are encouraged to begin exploring the globe the summer after their freshman year. Here, eight Elis map a glimpse of the world through pivotal moments and personal definitions of “global citizen.”

The summer after my freshman year I received Yale funding to go to Savai’i, Western Samoa, and try to rediscover a bird which had not been seen for more than 130 years. I found myself traveling to one of the island’s most remote valleys with a pig hunter, Tagi’ilima Ioane, who spoke no English. Tagi’ilima and I spent five days together in the forest hiking up rivers. At first we communicated entirely with hand gestures, but by the final day I had gleaned enough Samoan from my portable dictionary to allow basic communication. Our final hike back was mostly occupied with trying to describe various game animals in the U.S. Trying to convey North American wildlife, not to mention my daily life in New Haven, made me feel as though I were describing life on a different planet. As we neared the village Tagi’ilima told a story of his own about how he had gone into town and seen something important on a television there. After much gesticulating and frantic flipping through the dictionary, I figured out what he was describing: the terrorist attacks of September 11, 2001. For me this moment was an amazing juxtaposition of the vast distances between our life experiences and the increasing links in a shared global identity.

John

Yales Abroad 2011–2012
Africa: 80
Asia: 337
Australia: 10
Europe: 692
Latin America: 151
Middle East: 36
Multiple regions: 23
North America: 6
Total: 1,335
**Samuel Byrne**

**Hometown** Bala Cynwyd, PA  
**Major** Economics  

**Yale International Experience**  
Won a Kingsley Trust Association Summer Travel Fellowship to study Brazilian music and dance.  

**Global Citizen** “Someone who understands the problems and issues that confront people throughout the world; someone who is educated about the world and has experienced it, who feels comfortable interacting with a diverse group of people and can step out of the comfort of home with confidence.”

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

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

**Yuefei Qin**  

**Hometown** Chongqing, China  
**Majors** Political Science and Electrical Engineering  

**Yale International Experience**  
Interned in Beijing, China, summer internship working as assistant to general manager. “I worked directly with Intel China’s marketing managers in maintaining project milestones and carrying out campaigns to promote products.”  

**Global Citizen** “One who looks upon every human being as his or her comrade, regardless of that person’s nationality, complexion, religion, and so on.”

**Post-Yale Plan** “After my graduation from Yale, I wish to go to Oxford and pursue an M.Phil. degree in Politics or International Relations.”

“I went to the favela ‘Cidade de Deus’ (City of God) in Rio de Janeiro to visit their community center. After I observed dance and music classes, a volunteer and some of the local children offered to give me a tour of the favela. Strolling through the community, I saw terrible poverty and poor infrastructure, but a vibrant culture and intelligent, charismatic children who deserve more opportunities. Despite the dilapidated homes and clear dichotomy of wealth in Rio, the energy of the people who guided me through the labyrinth streets of Cidade de Deus inspired me to continue pursuing my plans to work to promote economic growth and hopefully improve living standards of similar people in the future.”  

**Stephanie Brockman**  

**Hometown** Thompson, ND  
**Majors** Near Eastern Languages and Civilizations with a concentration in Arabic and Islamic Studies  

**Yale International Experience**  
Spent a spring in the Sultanate of Oman through a program sponsored by the School for International Training, through Yale’s Aurebach and Grayson/Leitner international internship, interned in Morocco.  

**Global Citizen** “The world becomes more than just a list of places that you hear on the news, but rather, a series of reference points that correspond with places where your friends live and experiences that you had and new opportunities to explore. It’s a certain way of looking at the world that makes it a very inviting place.”

**Post-Yale Plan** “Either a summer or a year of advanced Arabic study abroad, followed by law school. Right now, I’m leaning toward the idea of going into corporate law and working with companies with strong business ties to the Middle East. I have put so much of myself into developing my knowledge of Arabic and can’t imagine not using that in the future.”

“My professor in Oman took all of us on a daytrip to explore the nearby mountains. It was in the middle of our rural homestays, so I was dressed accordingly in a long black abaya (the traditional robes for women on the Gulf) and a headscarf. I remember sitting on a park bench, texting my host mom in Arabic, and worrying about how scandalized my host family would be if I was out past magrib, the evening call to prayer. And out of nowhere everything that was happening began to sink in: I was thousands of miles from home, wearing something I had only seen in pictures, and trying to live up to a set of expectations from a culture that didn’t belong to me. I began to laugh uncontrollably. I realized how thoroughly I had immersed myself in a culture that had once seemed so mysteriously foreign to me. That realization filled me with an incredible sense of accomplishment.”
Andrew Dowe
Hometown Tampa, FL
Majors African American Studies; Women’s, Gender, & Sexuality Studies
Yale International Experience
Spent a fall semester studying in Paris.
Global Citizen “Global citizens strive to expand their perspectives beyond geographical limitations through active engagement with other peoples and cultures.”
Post-Yale Plan “Spend a year teaching either in the U.S. or abroad before applying to graduate school to earn a Ph.D.”

“Last year I had the opportunity to travel by myself through Europe and Asia. There were several moments during my solo travels which made me feel very unrooted, independent, and free: ordering food in countries where I did not speak the language; carrying all of my belongings on my back; sleeping overnight on trains and buses. There is something about traveling on a shoestring which makes you reevaluate your priorities. You feel dirty and unkempt, but eventually that all goes away, and you care more about what you see and less about how others see you.”

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

Flora Elena Mendoza
Hometown Milford, PA
Major Latin American Studies with Humanities
Yale International Experience
Studied in Buenos Aires junior year and won a fellowship that allowed her to participate in local excursions and an extended service trip with NGO life Argentina.
Global Citizen “Someone who is informed, contextualizes his or her own experience in relation to the rest of the world, and is committed to the overall well-being – political, environmental, socioeconomic, and ethical – of the earth and its inhabitants.”
Post-Yale Plan “I would like to move to New York and work for some kind of foundation or not-for-profit while pursuing a performance career in opera and musical theater.” (Flora is a mezzo soprano, who has sung in ensembles at the Metropolitan Opera, on specials for NBC and CBS, and as back-up for Michael Bolton.)

Lauren Harrison
Hometown Orchard Park, NY
Majors African Studies and International Studies (now Global Affairs)
Yale International Experience
Conducted election oversight in Mauritania; spent a month during the summer after her sophomore year in Morocco, then in Mali doing independent research; studied in Paris the fall semester of her junior year.
Global Citizen “In my mind, a passion for learning about other countries, other languages, other cultures is what makes someone a truly ‘global citizen.’”
Post-Yale Plan “A career in international diplomacy, though I don’t quite know where my path will take me. Most likely, I’ll work for a year or two post-graduation before returning to graduate school, perhaps for an advanced degree in international relations or diplomacy.”

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

Lauren

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

**Gaining Perspective**

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

**Educational Programming**

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

**Policy Practice**

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

**Panoramic Views**

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

Within months, the Panorama team garners $60,000 in funding through the Yale Entrepreneurial Institute. This serious sum allows them to work full-time over the summer, expanding beyond L.A. to envision a product that might help schools nationwide identify opportunities for improvement.

**Double Duty**

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

**Recoding Education**

Aaron is a sophomore in Ezra Stiles Residential College—Ezra Stiles Major Political Science.

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**Duty above Self**

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

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“**At Yale, I’ve taken seminars with extraordinary people who pursued public service from totally different angles. That’s how I realized that running a start-up is a valid public service path and, for me, the most effective one.**”
“At dinner with my writing class, author Gay Talese told me that ‘the definitive New Yorker article on Nepal has not yet been written. You should write it.’ I realized then that my proclivity for going places and caring about communities that other people don’t necessarily flock to gives me a lot of power and responsibility to tell those stories.”

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

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

He also gains admission to the Humanities and Medical Program at the Icahn School of Medicine in New York City, which enables students to leave Yale with both a bachelor’s degree and a master’s degree in public health.

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

Sanjena Sathian
Journalist

Major: English

Residential College: Morse

Global India to pursue a career in creative writing adviser, senior essays: a creative writing adviser, scholar Ashish Chadha, told me, “I think you’re the kind of person who’s either going to be a journalist or an academic.’ That sounds reductive, but it wasn’t. It was so clarifying. In high school, teachers would say, ‘you’re smart, be a lawyer!’ Or, ‘you have really sharp opinions on politics, go do that.’ But Professor Chadha just looked at me and said, ‘you like to write and think.”’

Off She Goes
Sanjena has landed a coveted summer at the Boston Globe—a reporting opportunity made possible by her experience at the Post-Gazette. Afterward, she is considering a move to India to pursue a career in foreign correspondence. She is also likely to continue work with her creative writing adviser, author John Crowley.

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

Just For Fun
Sanjena wraps up two senior essays: a creative fiction piece and a research paper on Zadie Smith. (One required, the other just for fun!)
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
“Among the nation’s oldest universities, Yale is the one most firmly embedded in its city and defined by its architecture. Our campus is a living history of the architecture and urbanism of its three centuries in New Haven, and home to the work of some of the world’s greatest architects. From the modest red brick college of the eighteenth century to the secret courtyards and gardens of James Gamble Rogers and the great modern works of Louis I. Kahn, Eero Saarinen, Philip Johnson, Cesar Pelli, and Frank Gehry, the struggle to balance collective identity and individual expression is represented in Yale’s buildings, which in their totality represent the essential struggle of life in a democracy.”

Robert A. M. Stern
Dean and J. M. Hoppin Professor of Architecture
Old Campus Students begin and end their time at Yale where Yale itself began. Most freshmen live here in the residences that border Old Campus, which is also where their commencement takes place four years later.
Malone Engineering Center
Built in 2005 according to state-of-the-art sustainable building standards, the Center adds considerably to Yale’s engineering facilities. The building, designed by Cesar Pelli (of Pelli Clarke Pelli Architects), a former dean of the Yale School of Architecture, houses undergraduate teaching labs and the University’s Department of Biomedical Engineering.
Completed in 1930, **Sterling Memorial Library** was designed by James Gamble Rogers. Rogers called the building "as near to modern Gothic as we dared to make it." Made up of fifteen stack levels and eight floors of reading rooms, offices, and work areas, the library is devoted primarily to the humanities and social sciences.
Connecticut Hall The oldest building on campus, a Georgian among the Gothic, opened as a dorm in 1752 and is a National Historic Landmark. Nathan Hale (B.A. 1773)—that’s him, on guard outside—was one of its early residents.

Yale University Art Gallery One of the country’s oldest college art museums got its start in 1832 with 100 Revolutionary War paintings. Now it’s noted for the depth and range of its collections. The main building is itself a modernist masterwork designed by Louis Kahn (faculty 1947–57). It was the first notable design of Kahn’s career and sits across the street from his final work in the United States, the Yale Center for British Art.
Noah Webster Lived Here.

(Bumping into history at Yale)

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

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

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

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

After Webster, Eli Whitney and Samuel Morse lived in Connecticut Hall (right), built in 1750–52; another historic roommate was Nathan Hale, B.A. 1773, executed as a spy and known for having said, “I only regret that I have but one life to lose for my country.”
“Downtown New Haven has been transformed over the last five years from Yale’s mundane backyard into a vibrant neighborhood of shops, theaters, and restaurants.”

The New York Times, 2005

For well over a decade Yale and New Haven have been creating the template for the 21st-century city, investing in an urban renaissance that has become a national model. While the founders of New Haven and Yale might not recognize the modern university or the cosmopolitan college town, they would recognize the cooperation between the two neighbors as Yale moves into its fourth century. In the words of former Yale President Richard C. Levin, a thirty-five-year resident of New Haven, this city is “large enough to be interesting, yet small enough to be friendly.” Welcome to the new New Haven.
Elm City Run.

“I’m never more aware of how much New Haven has to offer than when I’m on a run. Because I’m on the track team, I run a lot. Every run, we basically circle the entire city. So the city’s size is manageable enough that if you want to go to East Rock, or even West Rock, you can leave the city for your run and then return. On a single run you can pass the neighborhoods that are nicest if you go down Hillhouse. Then you can go out to Dixwell and come back around. You can go by the port and the receiving terminal that smells like asphalt, so that’s really industrial. You can go by hayfields and cows, clubs and museums. You can find trails to run on. Some parts are fantastic, and other ones present you with a challenge, but either way it’s really fun. Because the city is this perfect size, you see this whole image of so many kinds of life and landscape. You can leave campus and return with renewed vigor, because you see so many things along the way.”

Dan
Here, There, Everywhere.
(Fourteen students, two simple questions, thirty countries on six continents)

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

“I’m from Marietta, Georgia. The summer after my sophomore year, I was a project supervisor in Mexico for the 1960 Amigos de las Américas. The next summer I interned in Seoul, South Korea, at a social welfare center, working with North Korean refugees. Then I spent my spring semester junior year in Jordan studying Arabic language and culture.”

Elizabeth Kim, American Studies Major

“I’m from Chicago, Illinois. During the summer after my sophomore year, I studied abroad in New Zealand and Australia with a rainforest conservation and natural resource management program.”

Emanuel Ramirez, Psychology Major

“I’m from Washington, D.C. The summer after freshman year I interned with a Ugandan microfinance company. After sophomore year I had an internship at the British Parliament in London. Next fall, I will spend the semester studying in Copenhagen.”

Kayla Stearns, History of Political Science Major

“I’m from Owensboro, Kentucky. I spent a year and a half studying in Beijing through the Yale-Peking University joint program, as well as a summer Richard U. Light Fellowship. While I was there I hosted a television show and met Herbie Hancock and Hillary Clinton among other guests.”

Kevin Okada, East Asian Studies Major

“I’m from Hollywood, Massachusettts. During my freshman spring break, I led workshops in literacy and theater for children in Guatemala City, Guatemala. This summer, I’m going to Japan on a grant to do a monthlong intensive in traditional Japanese dance and theater.”

Laurel Durning-Hammond, Theater Studies Major

“I’m from Los Angeles, California. The summer before my junior year I won the John Thorton Prize for Summer Study—an 8-week fellowship to Pembroke College, Cambridge University, in the UK. My research focused on international finance and business.”

Brandon Levin, Ethics, Politics, and Economics Major

“I was born in Amman, Jordan. But now my family lives in Illinois. The summer after my junior year, I went to the UK to study public health policy, Gothic architecture, and art at Cambridge University. I also went to Prague, Budapest, and Paris, to work with Haitians displaced by the earthquake.”

Osama Zayyad, Molecular Biophysics and Biochemistry Major

“I’m from McAllen, Texas. This summer I will be studying Portuguese and diving into the vibrant culture of Brazil while living in Rio de Janeiro through a Yale Summer Study course.”

Stephanie Carvajal, American Studies Major

“I’m from Redlands, California. I’ve studied Italian in Italy on Yale’s Summer Study Program, and next fall I will be going to Pune, India, taking courses and doing research in environmental studies.”

Victoria Montanes, Environmental Studies Major

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

Jason Cody Douglass, Film Major

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

Sandra Gisumahoro, History of Science/History of Medicine Major

“I’m from Buffalo, New York, but I’ve also lived in the Philippines. I’ve spent two summers in St. Petersburg studying Russian language and culture.”

Joe Bolognesi, Economics and Math Major
Pursuits.
...and the youthful society thus formed had promptly and enthusiastically set to work to create its own system of self improvement, a second or social curriculum.

Yale: A Short History, by George W. Pierson
Yale’s first gym was built in 1826. By the mid-1800s an athletic tradition “dominated the undergraduate horizon, and epic victories were celebrated with bonfires under the elms, as the classes roared out their glees from their appointed perches on the old Yale fence,” wrote George Pierson in his history of Yale. The Bulldogs of today—both men and women—compete on 33 NCAA Division I teams made up of junior-varsity-level players to All-Americans. Yale also offers student-run club sports and one of the most extensive and popular intramural programs in the country. And the fans roar their glees (that’s fight song in modern parlance)—including Cole Porter’s “Bulldog!”—as loud as ever.

Mission
“Part of a [liberal education] is constituted by those challenging and pleasurable experiences and extra-curricular activities—like varsity and recreational athletics—that enable an individual to give fuller force to academic training…. Learning how to strive to win, to compete with pride and honor, to make sacrifices, to persevere when all seems lost, and to develop a sense of obligation and responsibility for others are the lessons that make athletics a school for accomplishment and character.”
—Excerpted from the Yale Athletics Mission Statement

Recent Ivy League Championships
Golf (M and W)
Field Hockey
Ice Hockey (M)
Lacrosse (M)
Coed Sailing
Squash (M and W)
Tennis (W)
Volleyball (W)

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

“The Game”
Even for those who don’t count themselves as sports fans, “The Game” is one of the most anticipated events every year. Since 1875, the Yale Bulldogs and Harvard Crimson have met more than 120 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, its location alternates between the Yale Bowl and Harvard Stadium.
800+
Yalies who participate in intercollegiate athletics each year.

2,750
Students who participate in intramural games through the residential colleges.

90%
The percentage of the student body participating in some form of athletic activity each year.

800+)
Yale takes pride in its broad-based intercollegiate athletic program that includes competition in the Ivy League Conference and the Eastern College Athletic Conference (ECAC). Most of Yale’s intercollegiate contests are against traditional east coast opponents with emphasis on winning the Ivy League title. All sports, with the exception of football, have the ultimate goal of qualifying for NCAA and affiliated post-season championships.

200+ Olympians
More than 200 Yale players and coaches have taken part in modern (post-1896) Olympic competitions, winning 114 medals, 55 of them gold. At the 2008 Summer Games in Beijing, fencer Sada Jacobson ’06, who won silver and bronze medals for the United States, was one of six Elis competing. At the 2010 Winter Games in Vancouver, Natalie Bahnany ’06 skated on the Slovakian women’s ice hockey team. Yale was represented at the 2012 Summer Games in London by one coach and seven alumni athletes, including Taylor Ribble ’10, who won gold rowing on the U.S. women’s eight team; Ashley Brzozowicz ’04, who won silver with the Canadian women’s eight; and Charlie Cole ’07, who won bronze with the U.S. men’s four team. Most recently, at the 2014 Winter Games in Sochi, Phoebe Staenz ’17 won bronze as a member of the Swiss women’s ice hockey team.

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

VARSITY TEAMS
Baseball
Men’s Basketball
Women’s Basketball
Men’s Crew (Heavy and Light)
Women’s Crew
Men’s Cross Country
Women’s Cross Country
Men’s Fencing
Women’s Fencing
Field Hockey
Football
Men’s Golf
Women’s Golf
Women’s Gymnastics
Men’s Ice Hockey
Women’s Ice Hockey
Men’s Lacrosse
Women’s Lacrosse
Coed Sailing
Men’s 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
Men’s Volleyball
Women’s Volleyball

CLUB SPORTS
Badminton
Ballroom Dance
Men’s Baseball
Men’s Basketball
Women’s Basketball
Cricket
Cycling
Equestrian

VARisty TEAMS
Field Hockey
Figure Skating
Fishing
Golf
Men’s Ice Hockey
Indoor Climbing
Kanata (Shotokan)
Men’s Lacrosse
Women’s Lacrosse
Muay Thai
Pistol and Rifles
Platform Tennis
Polo
Powerlifting
Road Running
Men’s Rugby
Women’s Rugby
Ski & Trap
Skiing (Alpine)
Skiing (Nordic)
Snowboarding
Men’s Soccer
Women’s Soccer
Squash (coed)
Swimming
Table Tennis
Tae Kwon Do
Men’s Tennis
Women’s Tennis
Tranition
Men’s Ultimate
Women’s Ultimate
Men’s Volleyball
Women’s Volleyball
Men’s Water Polo
Women’s Water Polo
Wrestling

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

David S. Ingalls Rink
Seats more than 3,000 and is home to Yale’s varsity men’s and women’s hockey teams. The rink is also available for recreational ice skating and instruction, and intramurals.

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

Championship Golf Course
Yale’s own championship golf course, voted #1 College Golf Course in America by Golfweek magazine in 2012, is a short distance from the other athletic facilities, in the Westville section of New Haven.

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

The McNay Family Sailing Center at Yale University
Home to Yale’s coed and women’s varsity sailing teams, the center houses a fleet of twenty-four 420 racing dinghies, as well as FJs, Lasers, and three safety launches.
State of the Arts.
(Playing a major role whether you’re an arts major or not)

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

Known as the Dramat, the Yale Dramatic Association is the second-oldest college theater association in the country and the largest undergraduate theater organization at Yale. Here, the group performs How to Succeed in Business Without Really Trying at the Yale School of Drama’s University Theatre, one of many superb performance venues open to undergraduates.

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

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

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

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

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

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

Emily Jenda

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

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

Emily Jenda

From the digital to the classical, from the academic to the extracurricular, from private lessons to group ensembles, from beginning painting to professional exhibitions—Yale arts offer every opportunity.
Yale Cabaret’s late-night lounge. (Admission is always free with the purchase of a ticket to what’s playing at the Cabaret—as this weekend, Sidewalk Opera.)

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

If that’s too highbrow for your mood, start your night with the all-ages show at Todd’s Place, then head over to the Criticism Cinema’s exclusive Insomnia Theater film series, which “brings the best cult classics back to the big screen!” Or shake off Le Boulier (literally) at the afterparty, Take the Masterpiece Tour at the Yale University Art Gallery (YUAG), stopping into the special exhibitions “Colorful Impressions: The Printmaking Revolution in 18th-Century France” and “Master Drawings from the Yale University Art Gallery!” After lunch at Arturo Cafè across the street, return for student guide Susan Morrow’s talk “Angles on Art.”

Or gallery-hop from the School of Art’s Senior Thesis Show Paintings Part I (see Part II on Sunday) to the Architecture Gallery for “Painting the Glass House: Artists Revisit Modern Architecture.” As you move through the gallery, you and your date can’t help but notice the fact that you missed architect Frank Gehry’s talk two nights ago, but make a plan to come back next Tuesday for SOA’s Film Series “The Future is Asian.”

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

Close the weekend with an eclectic mix of live music options: new bands at BAR’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a Swing & Blues Dance Practicum at the Afro-American Cultural Center.

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

Saturday

Friday

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


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

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

Sunday

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.

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

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

Art/Design
Anime Society
Art of the Book Club
Cartooning Society
Design for America Yale
Origami Society
Undergraduate Calligraphy Association

Fashion
Knitting Club
Runway Inc.
YoU Tube

Film
Building Productions
Cinema at the Whitney
Film Society
South Asian Film Society

Music
Berlin College Orchestra
Bhangra Society
C ultimo's Orches t ra for Collaborative Arts
Classical Interdisciplinary Collective
Davenport Pops
IGIGI

Jazz Collective
Jonathon Edwards College Philharmonic
Krnikk Saxophone Band
Lowe Strings
The Musical Cure
New Haven Dance and Drumming
Pan, Jam, and Lime
Samba Band
Paul Huggins African Drumming Core
Raga Society: Indian classical music
Saybrook College Orchestra

Rhythm Blue
Sabirourea
Steppin’ Out
Swing & Blues
Tango Club
Taps
Undergraduate Ballet Company
Unity Korean Drum and Dance Troupe
Yale Dance Theater
Yale RangaLaska: Fusion Dance
Yalehancers
Ya-Yu Chinese Dance Trupe

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Dance
Alliance for Dance
Ballet Folklorico Mexicano
Bathroom Dance Club
Belly Dance Society
Danceworks
A Different Drum
Groove Dance
Irish Dancers
Jahan Bhangra Team
KonjiJ African Dancer Trupe
Lion Dance Trupe
Matty Waltz
Phoenix Dance Trupe
Rhythmic Blue
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Ya-Yu Chinese Dance Trupe

Dr. Sanyo’s “Sundazed” series; a student Choral Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn some new steps in a Swing & Blues Dance Practicum at the Afro-American Cultural Center.

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

Help your friend set up her paintings at at the Despierta Boricua’s art opening. Come back for the reception at La Casa later in the afternoon.
Some say Yale is a place of reinvention, but others say the undergraduate experience here is about becoming more of who you already are. Many students find the most personal routes on this journey through Yale’s Cultural Houses, the Women’s Center, political activism and groups, and sexual identity organizations that make up a microcosm of the world’s views and beliefs. The best part is the friends, traveling companions, and guides that students find through these centers and organizations to help them on their way. Alumna Billie Gastic ’98 says, “The work that I did with other Latino students to bring about positive change in our communities played a tremendous part in my identity development and paved the way for the work that I will continue to do for a lifetime.”

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.
Intercultural Affairs Council

“One of our generation’s major challenges is to determine how individuals, communities, or cultures become marginalized as the Other, and to actively resist this process,” is the way TAC members framed a recent series of events and discussions focused on “otherness.” The Intercultural Affairs Council engages in community dialogue; promotes cultural awareness, respect, and appreciation; and challenges bias on the basis of race and ethnicity, gender, religion, sexual orientation, disability, social class, or other distinction. The Council recently designed and launched the “One Community” campaign, which gives the Yale community a visual and united way to respond to cultural or racial bias and hate crimes.

Women’s Center

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

Intercultural Affairs Council

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

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ELiterati.
(Why Yalies are so darned determined to publish)

“Yale publications are like one of those giant 40-flavor containers of jelly beans. The possibilities are endless, as new publications are dispersed seemingly daily throughout all the residential colleges. There are a few more general, universally popular publications—the cherry, lemon, or watermelon jelly beans of the bunch—as well as a handful that will really please a certain niche—the cappuccino and roasted marshmallow flavors. No matter what your taste, if you look hard enough, you’ll find something to suit your mood.”

Sam Duboff for the Yale Daily News

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

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

Student Groups
- Student Taskforce for Environmental Partnership (STEP)
- Yale Student Environmental Coalition
- Engineers Without Borders
- Yale Harvest
- Yale Freshman Outdoor Orientation Trips
- Social Justice Network at Yale
- Reach Out
- New Haven Action
- Yale Outdoors
- Bulldog Sustainability

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Sustainable U. (Where Blue is Green)

Yale College launches the Environmental Studies major.

1900 | 1905 | 1949
---|---|---
Alumnus George Bird Grinnell founds one of the first environmental organizations in the world—the Audubon Society.

1972 | 1985
Students initiate a recycling program.

1988 | 1994
The School of Forestry expands its research and teaching to incorporate broader environmental issues, and changes its name to the Yale School of Forestry & Environmental Studies.

1998
Environmental issues receive heightened attention when a group of undergraduates produces the "Yale Green Plan" and submits its findings and recommendations to Yale College administrators.

2001 | 2003 | 2005
Students break ground on the Yale Farm, transforming a brambly acre into a productive market garden.

2007 | 2009
Sustainable food options become available in all residential college dining halls.

2010 | 2012
Yale unveils its Sustainability Strategic Plan, a comprehensive set of goals and tactics for enhancing sustainability in all areas of campus life. Major goals accomplished by 2012 include a 25% increase in recycling, a 15% reduction in energy consumption, and 97% composting of food waste.
Political Animals.

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

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

Founded in 1934, the Yale Political Union invites a prominent national figure to deliver an address before the Yale community each week. Students traditionally sit with their parties, arranged from the most liberal party on the left side of the auditorium to the most conservative party on the right—seven parties in all. Over tea, dinner, wine, late-night pizza, or in formal debate, YPU members engage the Yale community each day, sparring with visiting liberal party on the left, the Liberal Party; The Party of the Left, the Independent Party; The Federalist Party; The Conservative Party; The Tory Party; The Party of the Right.

Known for challenging political assumptions and pushing the Union to the left, the Libs don’t use parliamentary procedure or dress up for our weekly discussions. Rather, we engage seminar-style with each other on philosophical and political topics. And we put our beliefs to work with regular activist projects.

The Party of the Left seeks to develop its members as people and leaders and to develop a new vision of the American Left. As such, the party provides an open atmosphere for rigorous debate on topics that divide the Left, bringing “discourse to the outside world, and the outside world to discourse.”

As the largest party in the Union, the Independent Party is the only one that does not align itself with either the Right or the Left. Instead, we are a party of independent thinkers. Our motto is “Hear All Sides.” We believe that openness of mind is the truest mark of genuine intelligence.

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

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

The Tory Party is the party of “reasoned conservatism” at Yale. Founded in 1909, it is known for its thriving alumni network and its fondness for speeches delivered with wit and levity. The party requires members to identify as “conservative,” but does not maintain any party line.

As the oldest party on the right, the Party of the Right was founded by members dissatisfied with the lack of true conservatism in the Union. It has been described in the Yale Herald as “at once flamboyant, intellectually elitist, aggressive, musically subversive, eccentric, and maniacally eager to challenge anyone and everyone.”

Notable YPU Alumni

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

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

(Religious life at a “world university”)

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

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

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

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

“When I came to Yale, I had no idea that I would have so many opportunities to serve others and to rise as a leader. Students design and implement strategic service and advocacy projects, come together as a community of friends, and explore the intellectual possibilities and palpable opportunities of a life of service. I serve on the nonprofit Board of Directors and have been elected to co-lead the 70-member student cabinet. Work at Dwight Hall is much more than volunteering. It’s a job and a commitment.”

Amy Rothschild

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

Bradford Williams

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

Eliza Schafler

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

Community Service Student Groups

Academic Mentoring Program
AIDS Walk/Watch New Haven
AIESEC Yale
American Red Cross
Amnesty International
Best Buddies
Bridges (English language classes)
BRED
Buildings at New Haven Reads
China Care
College Council for CARE
Colleges Against Cancer
Community-Based Learning
Community Health Educators
DEMOs
Elmsseed Enterprise
Engineers Without Borders
FOCUS on New Haven
GEM
Genocide Action Project
Girls Run
Habitat for Humanity
Hunger and Homelessness Action Project
Hunger Heroes
Institutional Connection
Jews for Justice
Kitchen to Kitchen
Luther House Tutoring
Maroon Prison Education Initiative
Mathcounts Outreach
Microfinance Brigades
Minorities in Medicine

The Musical Cure
New Haven Action
No Closed Doors
Nourish International
PALS Tutoring and Mentoring
Panorama Education
Peace by P.E.A.C.E.
Public Health Coalition
Reach Out
Ready Set Launch
Rotaract Club
RYSA
Salt of the Earth
SMART (Science and Math Achieve Teams)
Social Justice Network
Splatter! (publishing works by children in Yale student-run writing workshops)
Student Environmental Coalition
Students for UNICEF
Students for Justice and Peace in Palestine
Summer Buds
Synergy Science Outreach
TH@NK
T.I.E.S. (Tutoring in Elementary Schools)
Undergraduate Philanthropic Society
Undergraduates at CT Hosipital
Unite For Sight
Unify House
University Allies for Essential Medicines
Urban Debate League
Wishing Well: Water for the World
Women and Youth Supporting Each Other
Women’s Leadership Initiative
World Micro-Market
Yale Refugee Project
Yale Sight Savers
Youth Together
Middle School

Peer Counselling
Mind Matters
Peer Health Educators
Peer Pears
Walden
Apply.
The Good News about the Cost of Yale.

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

The Financial Aid Office is committed to working with families in determining a fair and reasonable family contribution and will meet the demonstrated need of every student for all four years with an award that does not require loans. Today, 53% of undergraduates qualify for need-based scholarships from Yale. The average annual grant from Yale to its students receiving financial aid for the 2013–2014 academic year was approximately $40,800, or about two-thirds of the cost of attendance.

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

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

Jeremiah Quinlan, Dean of Undergraduate Admissions

Yale Financial Aid Awards do not include loans. 100% of a family’s financial need is met with a Yale grant and opportunities for student employment.

Families with annual income below $65,000 (with typical assets) are not expected to make a financial contribution toward a student’s Yale education. 100% of the student’s total cost of attendance will be financed with a Financial Aid Award from Yale.

Families earning between $65,000 and $200,000 annually (with typical assets) contribute a percentage of their yearly income toward a student’s Yale education, on a sliding scale that begins at 1% and moves toward 20% and higher.

Yale awards all aid on the basis of financial need using a holistic review process that considers all aspects of a family’s financial situation.

Costs for 2014–2015

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<table>
<thead>
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<tbody>
<tr>
<td>Tuition</td>
<td>$45,800</td>
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<tr>
<td>Room</td>
<td>$7,800</td>
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<tr>
<td>Board</td>
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<td>Books &amp; personal expenses</td>
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<td>Total</td>
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Yale Net Price Calculator

admissions.yale.edu/yale-net-price-calculator

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

Visit http://admissions.yale.edu/financial-aid

How to Apply

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

What We Look For

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

Given the large number of extremely able candidates and the limited number of spaces in the class, no simple profile of grades, standardized test scores, interests, and activities can assure a student of admission to Yale. Academic strength is the first consideration in evaluating any candidate. Evidence of academic strength is indicated by grades, standardized test scores, and evaluations by a counselor and two teachers. The committee then weighs such qualities as motivation, curiosity, energy, leadership ability, and distinctive talents. The ultimate goal is the creation of a well-rounded freshman class, one that includes not only well-rounded individuals but also students whose achievements are judged exceptional.

Yale is committed to being the college of choice for the very best and brightest students in the world. In particular, Yale welcomes applicants from all backgrounds, and no student is disadvantaged in our admissions process because of a limited ability to pay. In fact, Yale actively seeks out accomplished students from across the socioeconomic spectrum, looking to build a freshman class that is diverse in every way. Moreover, Yale has committed itself to a level of financial aid, always based entirely and only on financial need, that virtually eliminates cost of attendance as a consideration for families of low or modest income.

Campus Visits

We welcome you to visit our campus! Information about guided tours, public information sessions, and directions to Yale can all be found online.

For detailed information about admissions and financial aid, please visit our Web site: 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 Financial Aid for the good news about the cost of attending Yale.

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

Other Questions?

203.432.0300

admissions.yale.edu/questions
The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities, and affirmatively seeks to attract a diverse student body, including members of underrepresented groups, and to ensure that they are treated without discrimination. In accordance with federal and Connecticut law, the University will not discriminate on the basis of age, color, disability, gender identity or expression, genetic information, national origin, race, religion, sex, or sexual orientation. The University’s policy is consistent with the Connecticut Civil Rights Act of 2000, 38 C.G.S. § 445a et seq., as amended, which implements this policy, and as defined by federal law to include sex discrimination (Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.).

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request, this 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 college, beginning in Fall 1994. The report is available online at http://ope.ed.gov/ college-reportcard/data/summary.


In all cases, the University will provide such information to any applicant for admission.

The University reserves the right to withdraw or modify the course of instruction or to change the instructor at any time.

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