Shedding Light on Dark Matter  5

EVENTS

The two-day celebration will begin with Convocation at 2 pm on Sunday, May 24, in the HGS Courtyard. Academic prizes will be awarded to students who have distinguished themselves in their fields. The Graduate School will also confer Mentoring Awards on three faculty advisors, one from each division. The mentoring honorees are selected from a pool of anonymous student nominations by a committee of students, faculty, and staff.

Peter Salovey, provost of Yale University and former dean of the Graduate School and Yale College, will deliver the Convocation address.

Provost Salovey is the Chris Argyris Professor of Psychology. He joined the Yale faculty in 1986 after receiving an A.B. and M.A. from Stanford University and a Ph.D. from Yale. As a student, he was president of the Graduate and Professional Student Senate. He was appointed Dean of the Graduate School of Arts and Sciences in January 2003, Dean of Yale College in July 2004, and Provost in October 2008. In addition to teaching and mentoring scores of graduate students, Salovey has won both the William Clyde DeVane Medal for Distinguished Scholarship and Teaching in Yale College and the Lex Hixon ’63 Prize for Teaching Excellence in the Social Sciences.

Salovey’s 13 books and over 300 journal articles are focused primarily on human emotions and health behavior. With John D. Mayer, he developed the theory of

Joy of Teaching

Commencement 2009

Why do some long-time faculty members continue to take delight in classroom teaching while others come to view it as a chore?

Commencement ceremony in Woolsey Hall

Continued page 2

Finding and keeping a sense of joy, for some professors, may derive from circumstance, at least in part—being at a school that shares their educational agenda, teaching highly motivated students, and having congenial colleagues—but it can also be a product of attitude, philosophy, choice, and action. At this year’s Spring Teaching Forum, participants shared how they have found and preserved their own
Co-founded in 2004 by Yale and Howard universities, the Bouchet Graduate Honor Society is a national organization, with chapters currently at Cornell University, Georgetown University, The George Washington University, University of California (San Diego), University of Michigan, and Washington University (St. Louis), in addition to the originating campuses.

The Yale inductees were: Maria Teresa Baquero (Experimental Pathology and Molecular Biology), Anthony Berryhill (Political Science), Sarah Haley (African American Studies and American Studies), Lynda Odofin (Epidemiology of Microbial Diseases), Christina Lyn Ralli (Philosophy), Shatema Threadcraft (Political Science), and Pingyang Gao (School of Management).

Membership in the honor society is by invitation only. Nominees must be full-time students who have completed all requirements for the Ph.D. except the dissertation and who have demonstrated outstanding scholarship and also leadership, character, and service.

“The Society represents a group of individuals of all races who exemplify academic and personal excellence, who foster an environment of inclusion, and who support diversity,” explains Maria, a former ODEO Fellow. It recognizes “scholars who are equally grounded in conscience and leadership.”

The honor society is named for Edward Alexander Bouchet, who was born in New Haven on September 15, 1852. He attended the New Haven High School (1866–1868) and graduated from Hopkins Grammar School (1870) as valedictorian of his class. When he earned his bachelor’s degree in 1874, he was the first African American to graduate from Yale College. Two years later, he completed his Ph.D. in physics at Yale—the first African American to achieve that degree, and at the time, one of only six people to have earned a doctorate in physics in the U.S. Bouchet taught chemistry and physics for 26 years at the Institute for Colored Youth in Philadelphia and went on to become principal of the Lincoln High School in Galipolis, Ohio, and a faculty member at Bishop College in Marshall, Texas.

“Emotional Intelligence,” which proposes that people have a wide range of measurable emotional skills that profoundly affect their thinking and action. In his research on health behavior, Salovey investigates the effectiveness of health promotion messages in persuading people to change risky behaviors relevant to cancer and HIV/AIDS. Salovey has served on the National Science Foundation’s Social Psychology Advisory Panel, the National Institute of Mental Health Behavioral Science Working Group, and the NIMH National Advisory Mental Health Council. He was president of the Society for General Psychology and treasurer of the International Society for Research on Emotion. He was the founding editor of the Review of General Psychology and an associate editor of Emotion and Psychological Bulletin.

Following the awarding of degrees by each school and the conferring of honorary doctorates, the Graduate School will hold its diploma ceremony in Woolsey Hall. (Some master’s degree candidates will receive their diplomas in Luce Hall.) Each degree recipient will be called up by name to the stage to receive the congratulations of the Dean and faculty members from his or her department.

And finally, when all the diplomas have been handed out and the faculty has recessed from Woolsey Hall, everyone is invited to an informal luncheon at 12:30, where the Deans, faculty members, and Graduate School staff will toast Yale’s newest alumni.

Further information is available in the McDougall Center, 123 Old Campus, 432-6 BLUE or at www.yale.edu/commencement.
Joy of Teaching, continued

joy as teachers, sometimes despite setbacks and challenges...

Bill Rando, director of the Graduate Teaching Center, pointed out, “This year’s forum, ‘Finding the Joy of Teaching,’ concentrated on the experience of the teacher—a departure from previous events and from most of what the CTE does, which is to focus on enhancing the learning of students.”

After introductory remarks by Rando and Graduate School Dean Jon Butler, the keynote address was presented by Yale Ecology and Evolutionary Biology Professor Stephen Stearns.

In his talk, adapted from his essay, “Designs for Learning,” posted online at www.eeb.yale.edu/stearns/design.htm, Stearns asserted, “Teaching matters deeply both to the students who experience it and to the scholars who do it; for it endows the academic life with a type of meaning not available in research (which has other important rewards). ... Good teaching is based on understanding how people learn: people learn best when they take ownership of and responsibility for their own education as active agents rather than passive recipients....”

“The aim of teaching intellectually is to help them to become colleagues as rapidly as possible. Why do I want to help my students become colleagues as fast as possible? Well, we each have only about 4–6 decades of mature rationality in which to create a valued life, and it goes by quickly. Value is not given to us. We create it by investing time, energy, and emotion into things we choose for ourselves. The sooner we start, and the more wisely we choose and invest the more years we can have doing things that we value. I want my students to lead valued and valuable lives, and they cannot begin to do so until they learn to take risks, make choices, and live with consequences....”

“It is also more fun to interact with colleagues. Students who are inspired and confident pose questions and challenge assumptions in ways that make me see fresh angles and new insights. It is only when they start teaching me that I know that I have started to succeed at teaching them....”

“The implicit messages of the social structure of a course are just as powerful in transforming students as intellectual content. And the implicit messages conveyed by the structure of an educational institution leave imprints on its students that are just as deep and as lasting as those left by any course or professor. Not all those imprints are intended, and some may come as unpleasant surprises to those who run the institutions. They deserve analysis....”

“The art of teaching consists at least in part of designing a structure that is effective for learning because it exploits the innate interests and motivations of students, then knowing when to shut up and get out of the way.”

“A remarkable feature of university settings is the joy that is found in teaching, followed by colleagues Karla Britton and Jennifer Frederik, above. At right, Gabriel Roux, instructional technologist with Yale’s CMS, demonstrated an innovative computer program to Neil Amer (Religious Studies) at the Innovation Fair. Below, Jennifer Frederik, Sarah Rabbit (Psychology), and Bill Rando got together with keynote speaker David Stearns (far right) between sessions.

David H. Smith described the satisfactions he’s found in teaching, followed by colleagues Karla Britton and Jennifer Frederik, above. At right, Gabriel Roux, instructional technologist with Yale’s CMS, demonstrated an innovative computer program to Neil Amer (Religious Studies) at the Innovation Fair. Below, Jennifer Frederik, Sarah Rabbit (Psychology), and Bill Rando got together with keynote speaker David Stearns (far right) between sessions.

Smith earned his bachelor’s degree in biology from Yale, his master’s from the University of British Columbia. After a postdoc at U.C. Berkeley and a five-year stint teaching at Reed College, he moved to Switzerland, where he taught zoology at the University of Basel for 17 years. In 2010, he returned to Yale, where he is the Edward P. Bass Professor of Ecology and Evolutionary Biology. Stearns’s research focuses on evolutionary genetics and evolutionary medicine.

The Teaching Forum panel discussion featured David H. Smith, director of the Interdisciplinary Center for Bioethics and senior lecturer in political science; Karla Britton, lecturer in the School of Architecture; and Jennifer Frederik, associate director of the Graduate Teaching Center. Each participant spoke on the topic of the day, and then took questions from the audience.

Smith described two kinds of joy that he has experienced in his 40 years in the classroom: the personal eye-opening moment that he recommends “showing one’s fallibility” as a way to diminish the “power differential” between students and professors. Smith joined the faculty at Yale in 2017. Prior to that, he taught at Indiana University from 1967 to 2007, serving as chair of the Department of Religious Studies and director of the Poynter Center for the Study of Ethics and American Institutions. A Yale alumnus, Smith earned his B.A. from the Divinity School and a Ph.D. from Princeton.

Britton acknowledged that finding joy in teaching was unpredictable and that her own pleasure in the topic she was teaching wouldn’t necessarily be echoed by her students. She encouraged the audience to “try to appeal to as wide a public as possible,” and to connect to “the societies of scholars, colleagues with whom you want to belong.” Britton earned her M.A. from Columbia and her Ph.D. from Harvard.

Before coming to Yale, she taught at Columbia and directed that university’s New York/Paris program.

“Teaching has always been what energizes me,” Frederik said. She recalled an eye-opening moment she experienced at the University of Bridgeport, where she held her first tenure-track appointment and was teaching an accelerated course in organic chemistry. A student came to her after class one day and said, “This is a good course, but you should smile more.” Suddenly she realized, “Oh! This is my roomful of people!” After that, teaching became more of a two-way street. She created ways for students to interact more and demonstrate what they had learned. When they made mistakes, she could see what they didn’t understand.

A key source of joy for Frederik is the need to continually update her courses to include scientific developments and relevant events in the news. “I love teaching a subject that extends from the makeup of our cells to world news headlines. It keeps me from getting stale,” she said. “It’s not as much work to

Participants included the Graduate Teaching Center, the Collaborative Learning Center, the Instructional Innovation Internship Program, Digital Commons, the Library Research Education Program, ‘Teach for America, and the Resource Office on Disabilities.

Whether graduate students came to the Spring Teaching Forum looking for innovations to help infuse joy into their own classroom or simply to reflect on their teaching in light of others’ experiences, participants got the message that joy can be a central element of teaching,” said Frederik.

Committee chair for this year’s Spring Teaching Forum was Sarah Rabbit (Psychology) and for the Innovation Fair, Andy Cantrell (Astronomy). Other members of the team were Neil Amer (Religious Studies), Susie Bedikian (Physics), and Daryn David (Psychology).
When the materials of Part I are reconstructed for Book I in the 1805 "Poem to Coleridge," Wordsworth can more plausibly reproach himself for the relatively fallow period that did ensue upon his 1800 arrival in Grasmere, and that is what he does, regretting that after a misleadingly glad preamble his escape from the city and arrival in the secluded valley of his choice has been all slow and no work. Was it for this, he now more plausibly says after this lead-in, that nature’s ministry of pleasure and fear bred him perhaps belated and seeking an inn: "toil" and "honorable toil." To "spur," to be a traveler, becomes a "covenant" between his father and him, consecrated by the sheepfold. Luke lays the cornerstone, then departs for the city, then "slackers" (a Protestant word for both bad work habits and diminishing faith), then falls into discrete courses and disappears overseas. Heartbroken, the stalwart father soldiers on for another seven years, dying near ninety without any of the dehility of, say, Simon Lee, who had perhaps too much fun being a hustman merry in his youth. Michael tries to work on the sheepfold, but, real- izing with Coleridge twenty-five years later that "[w]ork without hope draws nectar in a sieve," he has sat there many a day and "never lifted up a single stone!" (I agree with Arnold about the extraordinary power of this line.) As "Reflections" had made unequivocally clear, toil to be honorable must be understood as a covenant, an agreement to sustain something and pass it along. Remembering, then, that for Wordsworth the dispute with Coleridge (at least the Coleridge of that poem), there is no difference between poetry and work, we are entitled to ask whether the poem Michael, for all its hard pastoral realism, its "language really spoken by men," does not somehow harbor within it a trace of alleg- ory. Imagine our confirmatory surprise when we get back to the beginning of this poem, a poem that is an acquired taste if ever there was one, deeply moving to the converted and garrulously prosaic to the exoteric, as Wordsworth fears ("to that simple object appetains! A For- tress riddled with strange rents!")—imagine our surprise when we go back and find Word- sworth saying that he is recording this account of work suspended and rendered futile by a broken covenant "for the sake/ Of youthful Poets, who among these hills/ Will be my second self when I am gone." In a work that refines work, even fertilizes it in objects like the "shearing tree" and the "evening star," Wordsworth hides in plain view his faith that his own work may be in vain. --Suppose those youthful poets go back to the city, slacken in their disciple- ship, and start cultivating poetic dictum again! --
Shedding Light on Dark Matter

It is generally accepted in the scientific community today that 96% of the universe is made up of something that has never been seen and is not really understood.

About a quarter of that unknown stuff—representing 84% of the matter of the universe—is “dark matter,” observed at Yale by physicists and astronomers.

Dark matter has mass—that is, it interacts with gravity—but not with light, and it is therefore impossible to see. This makes it “unlike the ordinary matter that makes up the Earth, people, the Sun, and everything else that we can see in the sky at night (the remaining 4%),” says fifth-year student Hugh Lippmann (Physics), who has posted a series of blogs titled “Physics for Mom.” Hugh works with Professor Daniel McKinsey and research scientist James Nikkel, as well as a team from Boston University. (Yale Professor of Astronomy Maria Geha studies dwarf galaxies surrounding the Milky Way, which are almost entirely made of dark matter, and Priya Natarajan, professor of astronomy and physics, observes the shape of dark matter halos by studying how they bend light and distort images in the background.)

The front page of Hugh’s website announces, “The goal of this blog is to explain what I do in grad school so that my mom can understand.” And because his explanation is so clear, the Graduate School News will now share Hugh’s research with its readers, whether they specialize in Spanish or Sociology, Pharmacology or Film Studies.

Here’s how he sums up the entire enterprise: “What do I do? I am trying to directly detect dark matter,” Hugh says. “How do scientists know dark matter exists, if they can’t see it, and how do they hope to detect it?” Apparently, there is a lot of circumstantial evidence for dark matter’s existence, “but one of the simplest (and oldest) arguments comes from the rotations of galaxies,” Hugh says.

Because of gravity, galaxies rotate about their center. “The speed of the rotation can be determined using the Doppler effect, which says that the frequency of an observed wave will be shifted depending on the relative speed of the source and observer. A familiar example of the Doppler effect is that the frequency and pitch of a police siren will change to a listener on the sidewalk as the police car passes by. Since light is also a wave, the frequency and wavelength of light coming from a distant galaxy will also be shifted if the galaxy is moving. Specifically, the wave will be compressed if moving toward you, and stretched if moving away from you.”

“In a rotating galaxy, one side is spinning away from us while another side is spinning towards us, and the difference between the wavelengths of light coming from the two sides can tell us how fast the galaxy is spinning. Simple Newtonian mechanics can predict the speed of rotation at a point in the galaxy as a function of mass and radius, and for a constant mass, the speed of rotation should decrease with increasing distance. This makes sense intuitively—the force of gravity decreases with increasing distance, so if the mass is held fixed but the distance increases, there just isn’t as much force to pull the galaxy around.

“If all the matter in the galaxy were in the central, bright part of the galaxy (the part that interacts with light), we would expect the speed of rotation to decrease once we left the bright part of the galaxy. In fact, the speed of rotation stays constant … much farther than the extent of the bright part of the galaxy. Therefore, there must be matter in the galaxy that we cannot see.”

The more mass there is, the more gravity. The more gravity, the faster the rotation should be. In fact, these galaxies spin “much faster than we would expect, given how much ‘normal’ matter we see in them (stars, dust, gas, etc.),” so there must be more mass there than we can detect. We call this invisible mass “dark matter.”

“There are a number of theories for what dark matter might be, but one of the most popular is that it is Weakly Interacting Massive Particle, or WIMP (a cute name that is quite a literal description of a particle that has mass and interacts weakly).”

Four forces work in nature: gravity, electromagnetism; the “strong” force, which holds protons and neutrons together; and the “weak” force, which is involved in nuclear reactions (and possibly dark matter).

“The range of the weak force is very small. You have to be really, really close to something to interact weakly. For example, neutrinos interact weakly. The Sun is basically a giant nuclear reactor and it emits neutrinos all the time. Sixty billion solar neutrinos go through your fingernail every second, but they just don’t hit anything; basically, you are transparent to a neutrino and they pass right through.”

Dark matter could be a “particle that interacts weakly, a WIMP, which is why we’ve never detected it before.” The goal of my research is to build a very sensitive radiation detector and directly detect a WIMP by observing the energy released on that rare occasion when a WIMP does interact with something in the detector.

The detector might run continuously for an entire year, and “we might see a single event that we could point to and say that it was a WIMP.”

 Crucial to the success of the experiment is understanding and eliminating anything that the detector detects that is not dark matter. How will the team accomplish this? “First, we will put our detector underground in an active nickel mine in Sudbury, Ontario. This has been done with great success by neutrino experiments in the past. If the detector is underground, the earth helps shield it from cosmic rays, knocking the background down a few orders of magnitude.”

“Second, we will use liquid neon or liquid argon in our detector,” eliminating many sources of unwanted background. These inert “noble” gases are very easily purified, and also “have the great property that when exposed to radiation, they ‘scintillate’ or produce light. That will be our signal.”

The team will look for flashes of light produced by a WIMP interacting in the liquid. Because an argon or neon detector can be quite large, that very rare WIMP will have a big target to hit. Finally, a lot of background noise will be eliminated by taking into account the characteristic timing of the light produced by an interaction. Most interactions in the detector are caused by “electronic recoils” —radiation scattering off of electrons. A dark matter event, in contrast, would occur from a WIMP scattering off a nucleus, producing a “nuclear recoil.” These two kinds of scintillation light are visible for different lengths of time, and “we can use the timing to tell them apart. Our recent work has focused on describing that time distribution and understanding how well we can use it to separate the two types of events. In addition, we’ve measured how much light is produced in the various interactions, which helps us understand the signal we might expect to see in a large underground detector.”

So far, the team has performed these measurements for liquid argon, and they are currently repeating them for liquid neon in the lab at Yale. They have also installed a prototype argon detector in the nickel mine in Canada and are finishing the design of a larger detector to be built in the next year. This device “we hope will be the most sensitive dark matter detector in the world” and enable Hugh and his colleagues to “see” dark matter.

And that’s what Hugh does.
Learning Leadership Skills

Most graduate students spend their time conducting research on their own, sequestered in the library or the laboratory. However, as they join the working world, they quickly realize that team-building and leadership skills are also essential to a successful career.

"One of the most important things for students to recognize is that employers of all kinds are interested in hiring candidates who offer more than just the ability to do a task," says Victoria Blodgett, director of Graduate Career Services. "Students who can demonstrate leadership, team-building, and effective decision-making will stand out in both the initial stages of a hiring process and for promotion."

To help graduate students identify and develop their skills in these areas, McDougall Career Fellow Maria Lebedeva (Genetics) invited Heidi Brooks, an expert from the Yale School of Management (SOM), to lead students through an evening of discussion and self-exploration. The program was presented by Graduate Career Services.

For the past 15 years, Brooks has coached high-level corporate, non-profit, and academic leaders. Currently, she is a lecturer in Organizational Behavior at SOM and assistant clinical professor of psychiatry at the School of Medicine.

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When it comes to work, everyone has an individual style, but most people fall into one of four categories, Brooks said.

Some people take a logical and rational approach to tasks and excel in systematic analysis. Others enjoy organizing and planning, with special attention to detail.

Creative people, who care most about the big picture, provide vision in the workplace, while the fourth group derives job satisfaction from interpersonal connections and working with others. A successful team will recognize these different working styles and accommodate them, to bring out the strengths of all members.

Likewise, an effective leader knows how to communicate with and motivate these different kinds of workers. Those who value relationships, for example, benefit from more personal attention and encouragement than those who focus on rational analysis.

Similarly, those who see the big picture may become overwhelmed by too many details; and those who are detail-oriented may be frustrated by co-workers who see only the big picture.

Besides working differently, people listen in different ways. For example, some people respond best to a succinct, fact-driven message, while others pay close attention to the speaker’s emotions. Understanding the different listening styles and recognizing your own can lead to better communication.

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Brooks teaches these and related topics in her Emotional Intelligence course at SOM.

"Maria Lebedeva (Genetics) and colleague (NCOH)"

Although it is prohibited, and your bike may be removed.

When locking your bike, the Yale Police Department suggests you use a U-lock and make sure that the front tire is secured to the frame of your bike, as it can be easily removed. Most campus buildings have designated racks for bikes, and some have indoor racks to protect against the weather.

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The Graduate Student Assembly is working with the University and student organizations to support environmentally friendly transportation options, such as Yale’s new transit services and new initiatives for bike-sharing programs. As the weather improves and the number of student bikers increases, it is important that both bikers and drivers are aware of New Haven’s rules and regulations about bicycle use.

Riding on the sidewalk is illegal in New Haven and is a ticketable offense with a penalty of $50. When riding in the street, remember that, like motorists, cyclists must signal turns and obey traffic signs and laws, including riding in the proper direction on one-way streets. If riding at night, you must have a white light at the front of your bike which is visible from 500 feet and flashing lights on the sides and back. Wearing a helmet dramatically reduces the risk of serious injury and is strongly recommended, but is not legally required.

For a map of suggested routes through the city, check out the New Haven Bike Map at www.cityofnewhaven.com/CityPlan/Maps.asp.

The Yale Police Department offers free registration for all bicycles owned by students, faculty, and staff. Registering your bike allows local officers to identify stolen or lost bikes quickly, and your bicycle’s information will also be entered into the National Bike Registry. Registrations are good for one academic year. To register, just fill out and submit a bike registration form, available at www.yale.edu/police.

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Do not lock your bike to railings, as this is prohibited, and your bike may be removed. The GSA wishes the entire graduate community a safe and productive summer. To see what we’re currently doing to address transit concerns and other issues, check out gsa.yale.edu or contact your department’s representative.

Sloan Warren (neuroScience)
Philadelphia Alumni Support Graduate Research

The Yale Club of Philadelphia is the first of Yale’s many alumni clubs and associations to provide fellowship support specifically for graduate education.

Members of the Club established a summer research fellowship at the suggestion of Charlotte Phelps (Ph.D. 1966, Economics), who wanted to expand the Yale tradition of helping graduate students. “I suggested our Club create this fellowship because I was a two-time beneficiary of summer funding for graduate students,” said Deena Jo Schneider (Ph.D. 1971), current president of the Club. “The award is intended to underwrite the research efforts of a graduate student who has completed his or her courses and is working on a dissertation. The Club decided to limit the fellowship to a student in the humanities or social sciences because there are fewer sources of financial aid in those fields than in the sciences. By giving preference to a student who has a connection with the Philadelphia area, the Club further honors our city’s scholarly heritage.”

During the winter following the fellowship summer, each recipient has been invited to make a presentation to Club members, “so that they may share in the fruits of the research they helped to underwrite,” says Schneider. “I have attended several of these presentations and can testify that they have been intellectually stimulating and our fellows well worth supporting.”

The 2008 fellowship recipient was Patrick Redding (English), who spent last August as a visiting researcher at the Rosenbach Museum and Library in Philadelphia. “The aim of my visit was to read the unpublished letters and reading diaries of the poet, Dame Moore, who was one of my dissertation, ‘Modernism and the Idea of Democratic Poetry,’” he says. “In this chapter, I situate Moore’s early poetry in the context of the reforming spirit of the Progressive Era.”

Patrick spoke about his research to alumni in February. His talk, arranged by Catherine LaFarge (Ph.D. 1966, French), was held at the home of past Yale Club President Ralph Hirshorn (B.A. 1960). LaFarge, current chair of the selection committee for the award, is professor emerita of French and former dean of the Graduate School of Arts and Sciences at Bryn Mawr.

“Patrick charmed everyone,” Phelps recalls. “He invited interaction with the audience from the beginning, asking whether any of us were familiar with Moore’s poetry. I was not familiar with her poetry, but knew something about her lifestyle, because I have seen the replica of her room at the Rosenbach Museum. Patrick did research on marginalia in her manuscripts at the Rosenbach, which is a permanent part of Yale’s collection.”

“The Graduate School would gladly assist other Yale Clubs in establishing and administering similar programs in their regions,” says Edward Barnaby, assistant dean. “Yale graduate students would benefit immensely from a network of funding that provides access to metropolitain research centers across the United States, as well as the opportunity to share their first-rate scholarship with the alumni community. The research is often of strong local interest to the Club’s membership, and this program has the potential to draw greater participation from alumni of the Graduate School in Yale Club activities and initiatives.”

Previous fellowship recipients were Claire Nee Nelson (Political Science), Benjamin Looker (American Studies), and Seth Monahan (Ph.D. 2008, Music). Seth is the first scholar supported by the Yale Club of Philadelphia to complete his degree, and he is now assistant professor of music theory at the Eastern University School of Music. A native of Philadelphia, Seth earned a B.A. at the University of the Arts, and an M.A. in Music at Temple University, both in Philadelphia. “We helped a local boy make good.” Phelps notes with satisfaction.

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Outstanding Alumni

for alumni news, see www.yale.edu/grad

VOuLMe 11, NuMBer 6, apr / May 2009

BIRTHS

Adria Broerman-Gower (History) and her husband Ralf Gower, are delighted to report the birth of their daughter, Skylar Frith Gower, on June 22, 2008.

Marcelo Sotomayor (Management) and his wife Marita are the proud parents of a daughter, Luciana, born on January 29. Mary works for the Yale Office of Investment as a trust officer.

Yuefan Wang (Engineering and Applied Sciences) and his husband, Zongyao Duan (2008, Engineering and Applied Sciences) are the delighted parents of Joy Yue Duan, who was born at Yale-New Haven Hospital last July. Joy is now eight months old and has two teeth.

Yuefan has submitted and defended her dissertation and will graduate in May. Yuefan is a postdoctoral fellow and lecturer at Yale.

Maria Teresa Baquero ( Experimental Psychology) and her fiancé are the happy parents of a little boy, Xavier Baquero-

Flegel, born on September 22, 2008.

CAREERS LAUNCHED

Tom Bergerson (School of Music, M.M. ’08, A.D. ’09) will be studio teacher of music at Williams College in Vermont beginning next fall.

David R. Sanchez (Philosophy) has accepted a position as assistant professor of history at Denison University.

Elise Pauk (Philosophy) secured the prestigious two-year Buffett Post-Doctoral Fellowship at NYU. Following that, he will begin a tenure-track assistant professorship in the Columbia-Barnard joint Philosophy Department.

Iris Donaldson (English) has accepted an assistant professorship at Southern Methodist University in Texas, beginning in August.

Please send us news and notification of upcoming events. Email: yla.reinstein@yale.edu, by fax: 432-123, or stop by the Office of Public Affairs, 265 Church Street, suite 901.