Traveling to China

Yale’s long-standing ties with China were strengthened over winter break when graduate and professional students visited the country at the invitation of Madam Liu Yandong, the State Councillor who came to Yale in April 2009.

Along with 34 students from Yale’s professional schools, 14 graduate students spent two weeks in China studying Mandarin, meeting Chinese students and their families, attending performances and lectures, and sightseeing. They were accompanied by Fawn Wang, assistant secretary for international affairs, and Sheila Pastor, associate director of international affairs.

“Traveling to China was an opportunity to help me think globally,” said Anthony Berryhill (Political Science). “As someone who focuses his studies on diversity promotion in this language and cultural program. The Great Wall, the Forbidden City, the Pearl Tower—these are places I never expected to go in my life, and they were splendid to behold. But by far, the most valuable experiences were connections made with students and their families, attending performances and lectures, and sightseeing.”

Alison Laufer (Epidemiology & Public Health) spoke for several of the students when she said, “The trip was a great opportunity for me to travel to a place I might not have ever visited, and I jumped at the chance.”

“This trip was a rare opportunity to see a different country and culture,” said Anthony Berryhill (Political Science). “As someone who focuses his studies on diversity promotion and the importance of multiple perspectives in decision-making, the trip represented an opportunity to help me think globally.”

According to Amanda Foust (Neurobiology), “It was an awesome experience, and I am very grateful for the opportunity to have traveled to China. There we saw, touched, tasted, and listened to the one of the oldest existing cultures on the planet. The Great Wall, the Forbidden City, the Pearl Tower—these are places I never expected to go in my life, and they were splendid to behold. But by far, the most valuable experiences were connections made with students and their families.”

continued on page 3

continued on page 4

**Events**

**Friday, February 12, 5-7 PM**

First Friday at Five Grad Happy Hour: McDougal Center Common Room, HGS, 320 York Street

**Tuesday, February 16, 6-7:30 PM**

Career Services Workshop: “Resume writing and interviewing for jobs in industry,” Kline Biology Tour, room 102

**Friday, February 19, 12:30 PM**

Mentoring Week

**Saturday, February 19, 9 PM-1 AM**

McDougal Winter WINE BALL: New Haven Lawn Club. Advance fee online. At door sales only if space allows.

**Friday, February 26, 5-10 PM**

Spring Teaching Forum
1. Great Wall of China
3. Old and new Shanghai
4. Amanda Feustl at the Hanban Institute
5. Matthew Booth in the art studios of Eastern China Normal University, Shanghai
6. Sara Hudson, Miriam Rymann, Neichelle Guidry, Alison Laufer, in Tiananmen Square
7. Small shop within Eastern China Normal University, Shanghai
9. Shanghai at dusk
10. Entrance to the Forbidden City
11. Students at the “Bird’s Nest” Olympic stadium

Right page: Ana Morron, working on her project during calligraphy class at Eastern China Normal University.

Photos: Sara Hudson, Eugenia Kelbert, and Warren Perry
families, two communities from opposite sides of the planet seeking common ground." The first four days were spent in Beijing, where the Yale contingent joined other university groups to tour the traditional sites and admire the Bird's Nest Olympic stadium. One night they were treated to a dazzling Peking Opera show.

"My favorite events were visiting the Great Wall and the Olympic Village—in one day we saw some of the newest and one of the oldest structures in Beijing," Alison recalls.

They spent the rest of their time in and around Shanghai, where they were based at the East China Normal University (ecnu). Instead of hotels, they stayed in a dormitory, and students from ecnu accompanied them as informal guides and translators. They studied conversational Chinese every morning, followed by sessions on topics from the economics of China and the history of Shanghai to calligraphy, dumpling making, and Tai Chi. One day they toured a Volkswagen factory. Another day they went to Fudan University, which has strong academic ties to Yale. Many of the Yale students were able to meet with Chinese students and faculty who work in their respective fields.

Eugenia Kelbert (Comparative Literature, History of Art) particularly enjoyed the sense of freedom and adventure she felt in Shanghai. "The Beijing leg of the trip was really wonderful..." she says. "As someone who focuses his studies on diversity promotion and the importance of multiple perspectives in decision-making, the trip represented an opportunity to help me think globally."

"My main reason for taking the course was that I'd never been exposed to cultures and languages that were not European or in some way already familiar to me through travel or conversation," says she "I was interested in understanding Chinese students' perception of their country's rise within the larger global community. Again, worried political scientists are wondering whether China's 'inexorable rise' (to quote one Yale professor) will fundamentally alter the current liberal, democratic, and free market world order...." JASON WARNER

"My favorite events were visiting the Great Wall and the Olympic Village—in one day we saw some of the newest and one of the oldest structures in Beijing,” Alison recalls.

They spent the rest of their time in and around Shanghai, where they were based at the East China Normal University (ECNU). Instead of hotels, they stayed in a dormitory, and students from ECNU accompanied them as informal guides and translators. They studied conversational Chinese every morning, followed by sessions on topics from the economics of China and the history of Shanghai to calligraphy, dumpling making, and Tai Chi. One day they toured a Volkswagen factory. Another day they went to Fudan University, which has strong academic ties to Yale. Many of the Yale students were able to meet with Chinese students and faculty who work in their respective fields.

Eugenia Kelbert (Comparative Literature, History of Art) particularly enjoyed the sense of freedom and adventure she felt in Shanghai. "The Beijing leg of the trip was really wonderful..." she says. "As someone who focuses his studies on diversity promotion and the importance of multiple perspectives in decision-making, the trip represented an opportunity to help me think globally."

"My main reason for taking the course was that I’d never been exposed to cultures and languages that were not European or in some way already familiar to me through travel or conversation," says she. "I was interested in understanding Chinese students' perception of their country's rise within the larger global community. Again, worried political scientists are wondering whether China's 'inexorable rise' (to quote one Yale professor) will fundamentally alter the current liberal, democratic, and free market world order...." JASON WARNER

When I questioned students about their perceptions of China's rise in world politics, I received uniformly similar answers tinged with giggles: "How could China ever surpass the U.S.? The U.S. is a superpower!" Whether this disregard for a threatening China was made out of cultural politics or a genuine misunderstanding of their country's ascendance, I am unclear. The common thread单元izing their responses as to why this was unfeasible is that although those living in Shanghai and Beijing are moderately wealthy, millions of residents of Western China live in relative poverty. China could never rise without addressing these citizens' needs first.

The last part of the trip, for Anthony, was connecting to other people, "meeting the college students from Fudan University and having dinner with the home-stay family. It gave me perspective about the similarities and differences in lifestyle, and allowed me to see beyond the standard tourist activities we saw in Beijing, and instead to make our understanding of China more personal. The trip was also a great opportunity to network and make life-long friends with Yale students from other departments/schools whom I would have never met."

The students at ECNU and Fudan University "were so kind and eager to meet us," Alison says. "I don't know who was more excited, the Yale students or the Chinese students."

Amanda met an investigator at the National Academy of Sciences in Shanghai, Yousheng Shu, who had been a post-doctoral fellow in her current lab. "In many ways, my dissertation work is pursuing questions he opened at Yale in 2006. Yousheng is a role model for me, both technically and scientifically, and I eagerly looked forward to meeting him and seeing his lab. I was deeply honored when Yousheng took the whole afternoon to discuss our field, show me the lab and introduce me to his students. He even took us out to dinner, and his students and I commiserated over the joys and hardships of work and life in our field."

In the course of the program, Jason developed "a newfound respect for Chinese universities, students, and faculty. Our immersion into Chinese academia afforded us the chance to meet with many of these persons, all of whom impressed me—and the rest of the group—immensely. The opportunity to travel so extensively in the country was incredibly rewarding, and for one with whom I am profoundly grateful to the Chinese government for extending to us." Fawn Wang says the students came away from the trip with a deep appreciation of China, its language and its culture. "It was a wonderful experience for all of us," she says.
Nobel Laureate Michael S. Brown, the W. A. Montcreef Distinguished Chair in Cholesterol and Atherosclerosis Research at UT Southwestern Medical Center at Dallas, delivered the keynote address. His title was “Travels with Cholesterol,” and he spoke about how he came to do his life’s work. The talk was the year’s Selma and Karl Folkers M.D. Ph.D. Lecture on Biomedical Research, established by Cynthia (née Folkers) Jamieson, wife of the M.D. Ph.D. Program director, in memory of her parents. Karl Folkers (1906–1997) left a legacy of over 66 years of ground-breaking research in organic and biological chemistry. He was a postdoctoral fellow in the Chemistry Department at Yale from 1931 to 1934.

Saturday morning featured an alumni panel on career options, moderated by Marina Piscitto, the Program’s Associate Director for Translational Research, professor of psychiatry, pharmacology, and neurobiology at Yale. Panelists were Mariano García-Blanco (M.D. 1984, Ph.D. 1988), professor of molecular genetics and microbiology at Duke University Medical Center; Dita Gratzinger (M.D. Ph.D. 2003), assistant professor of pathology at Stanford School of Medicine; Max Kell (M.D. 2000, Ph.D. 1999), assistant professor in the Department of Anesthesiology at the University of Pennsylvania; Henry Paulson (M.D./Ph.D. 1990), the Lucile Godd Professor of Neurology at the University of Michigan; and Mae St. John (M.D. 1999, Ph.D. 1998), assistant professor in residence of surgery at UCLA. The next session was a workshop organized by students Cecily Williams, Danielle (Guez) Barber, and Serge Kohda in which small groups of students had an opportunity to ask questions of senior students about how to set up clinical rotations, how to choose a lab, what to look for when applying for a residency, or a post-doctoral fellowship, and related queries.

The final session, focused on “Followship/Grant Writing,” was led by students Chariise Orme and Neil Vasan, with Fred Gorelick, the Program’s associate director for clinical correlations, professor of internal medicine; and cell biology.

“A retreat breaks down barriers that might exist between students and faculty, and gets students to be more comfortable with one another.” — Richa Ghosh

Most days, students and faculty are busy with their classes, research, and personal lives. A retreat temporarily halts these activities and creates a space where colleagues and friends can share ideas and aspirations, learn about one another and grow from the experience.

As a student, it was wonderful to rub elbows with the faculty and talk to them about their research, which is always cutting-edge. As a faculty member, it’s great to interact with the students and answer questions that will help guide their scientific futures.” — Craig Roy, professor of Microbial Pathogenesis, says, “The main purpose of Microbiology’s retreat is to bring everyone together at the beginning of the academic year so that we can catch up on science and meet new members of the program.”

“This is especially important for the M.D./Ph.D. program, whose students are affiliated with labs all over campus and have no single home department. And along the way, a lot of informal science also gets accomplished at a retreat like this.” — Richard Eichler
For at least one participant, there was an intellectual benefit. Jason Summach (Music) co-taught a course for non-majors called "Forms of Popular Music" with Daniel Harrison and said, "The course topic relates directly to my dissertation project, ‘Form In Top-40 Music: 1965 to 1985.’ We taught students to recognize the basic formal schemes at play in pop/rock music. The extent to which a song conforms to, or deviates from, conventional formal expectations constitutes an important layer of meaning, alongside parameters more commonly read as meaningful, such as the song lyric. Designing and teaching the course required that Dan and I cast our research findings in a teachable form. The classroom demands a high degree of precision and clarity... Time spent presenting my ideas in a precise, coherent form, before an inquisitive and interested audience, will pay great dividends as I proceed with the writing stage of my dissertation work.”

The Graduate School provided pedagogical as well as logistical support to the AT participants. "I found it particularly helpful that Bill Rando of the Graduate Teaching Center sat in one class and then shared with both of us his thoughts on the dynamics in the classroom,” says Stamatov. “That was very reassuring and enabled us to get a better sense of how we did as teachers.” He also credits Robin Ladoeur of Academic Media and Technology with giving “incredible support.”

"It was a thrill to watch each of these teaching pairs in action,” says Rando. “I was very impressed with how each team interpreted the co-teaching opportunity, exploiting the relationship to bring material to life for students. It felt like everyone was learning.”

For the 2010–2011 academic year, all new courses will be selected, divided equally among the humanities, sciences, and social sciences. Proposals are due at the Graduate School no later than Monday, March 1. A committee of faculty and Graduate School deans will review proposals, select those that will be funded, and notify applicants during the first week in April. The program will once again undergo a full review, including interviews with participating faculty, graduate students, and undergraduates, in the spring of 2011.

This year’s Spring Teaching Forum, which will take place on Friday, March 26, will explore the themes of co-teaching and teaching across disciplines.

**FALL SEMESTER** Karlton Harries, the Brooks & Suzanne Bayor Professor of Philosophy Brian Boush (Philosophy) Karen’s Concepts of Knowledge
daniel harri son, the Allen Forte Professor of Music Theory and Clim of the Music Department Jason Sum mach (Music) Forms of Pop/Rock Music Peter Stanimov, assistant professor of Sociology Samuel Nelson (Sociology) Empire and Imperialism

Thomas Pogge, the Leitner Professor of Philosophy, too, expressed appreciation for the institutional assistance, saying that “Bill Rando, without interfering in our work, gave us a lot of good advice at the beginning and valuable feed-back on the basis of a class visit. It’s heartening to be at an elite school that cares about teaching and teacher training and finds intelligent, cost-effective ways of putting this care into practice.”

"It’s heartening to be at an elite school that cares about teaching and teacher training and finds intelligent, cost-effective ways of putting this care into practice.”

"The teaching experience I gathered from being an AT differed quite significantly from being a TA,” said Markus Labude (Philosophy), who co-taught with Pogge. "As an AT for Ethics and International Affairs, I was put in the position of an associate lecturer and spoke regularly in front of a large audience. More importantly, because I was the one speaking to the students in lecture, I did not have the continuous dialogue with the students that I would have in discussion sections. The dialogue normally provides feedback on whether the students did (or did not) understand the material. Lack- ing this feedback, I really had to make sure that the material I presented would be clear to the students. In my lectures, I had to put myself into the shoes of my students and anticipate any potential questions or sources of confusion. This taught me that preparing a comprehensive lecture is, in fact, much more difficult than audience members would suspect.”

Faculty members enjoyed the co-teaching partnerships.

Peter Stamatov, assistant professor of sociology, re-designed a course titled Empires and Imperialism with Sam Nelson. “It was fun to share teaching duties with Sam,” he says. “Normally, when I teach a class on my own, it is a rather solitary expe- rience, as I am responsible, single-handedly, for every aspect of the course. Sharing this responsibility with an advanced graduate student is a great experience – it is a learning experience for myself, as well, as my decisions and views are tested in conversations and discus- sions with my co-teacher. In my view, this is particularly helpful for a course that faculty like myself teach regularly. Working together with a graduate student infuses new blood and prevents such classes from stagnating.”

"Markus had been my TA the year before and had acquired an excellent, compre- hensive grasp of the material and of what had worked well and what had worked less well. The opportunity to tap into this knowledge, experience, and good judgment was simply irresistible,” says Pogge. “Through our discussions over the summer, we worked up a much-improved syllabus, and we also shared feedback about the class, communication with TA grading, and so on. It’s been a really great experience that has helped the course in terms of both intellectual content and pedagogy.”

Graduate students sometimes introduce new technologies into established courses. "Marius used PowerPoint to great effect, something that I had not heretofore done in the classroom," says Pogge. "Students had not bemoaned the fact before, but this time two or three of them expressed (in their course evaluations) the wish that I, too, had prepared PowerPoints for my lectures.”

Sometimes a new technique is strategic, not electronic: “One other innovative thing we occasionally did together was to disagree,” Pogge notes. "This is a great way to get stu- dents thinking in a philosophy class. In this respect, by the way, we also rapped in the TA’s, one of whom (Nathan Hake) gave a guest lecture that was critical of an essay I had published.”

Participating graduate students said that the experience was very helpful to them as future academicians and scholars. "One additional benefit of my regular, careful preparation of lectures is that I feel confident offering this course by myself in the future. This will be an undeniable asset on the aca- demic job mar- ket,” Markus noted.

"The course topic relates directly to my disser- tation project, ‘Form In Top-40 Music: 1965 to 1985.’ We taught students to recognize the basic formal schemes at play in pop/rock music. The extent to which a song conforms to, or deviates from, conventional formal expectations constitutes an important layer of meaning, alongside parameters more commonly read as meaningful, such as the
houses the world’s largest collection of international children’s and youth literature. Each year, about 12 international scholars are selected to be Fellows for three-month periods. At the Julli this spring, Sara will pursue her study of “how the production and circulation of children’s literature in the aftermath of 1898 is taken as a fairly seminal year in American history focused on empire, racially, culturally, and linguistically. In American history focused on empire, 1898 is taken as a fairly seminal year because of world events: the Spanish-American War and U.S. acquisitions in Cuba, Puerto Rico, the Philippines, Guam, and Hawaii.” This research is part of her dissertation on the formation of communities along the U.S.-Mexico borderlands through the production and circulation of images, texts, oral tales, photographs, and children’s literature. Her advisors are Laura Wexler, Stephen Pitti, Alexander Nemerov, and Wei Chieh Demoss at Yale, and Matt Cohen at the University of Texas. Sara earned her bachelor’s degree from Duke with a major in Latino/a Studies.

MEHMET Z. BAYKARA

Mehmet Z. Baykara (Mechanical Engineering) received the “Best Student Paper Award” from the Nanometer-scale Science and Technology Division of the American Vacuum Society (AVS). The award was presented at the 36th International Symposium of the AVS, held in San Jose, CA, in November. Mehmet’s winning paper was titled “Why is graphite so slippery? Gathering clues from atomically resolved three-dimensional lateral force measurements.” He studies non-contact atomic force microscopy (a technique used to image, measure, and manipulate matter at the atomic scale), with special emphasis on nanotribology (friction at the nanometer scale) and atomic surface chemistry. Mehmet’s advisor is Udo Schwing. In addition to his research, Mehmet serves as a tutor at Timothy Dwight college as part of the Residential College Math and Science Tutoring Program and is a member of the Graduate Student Senate. He earned his bachelor’s degree from Bogazici University in Istanbul, Turkey, in 2006.

OF particular interest was the inauguration of the “Big Blue Read,” in which attendees had the opportunity to read and then discuss—in small groups over lunch—selected essays from Marilynne Robinson’s book, The Death of Adam.

The theme of the AYA meeting changes each year, and we hope that some of you will join us next fall at the Assembly as delegates representing the Graduate School. If you think you might be interested in serving a three-year term on the executive committee of the AYA, please email Julia Downs (julia.downs@yale.edu), who will send you more details. We will be selecting seven new members in the spring. The deadline for applications is February 24.

In addition, the Assembly generated excitement for the upcoming Yale Global Day of Service on Saturday, May 15, 2010. Last year, more than 3,500 Yale alumni, families, and friends participated in the first worldwide Day of Service. At over 180 sites in 37 states and 12 countries, Yale volunteers served in soup kitchens, tutored school children, cleaned up parks, built homes and more. They also had a lot of fun meeting and working with one another. This is a wonderful opportunity for the Graduate School community to show our support for Yale and to be a part of such a special cause. For further information on the Day of Service, please check out the website: www.yaldayofservice.org.

In an ongoing effort to extend the Graduate School’s outreach to alumni communities here and abroad, Dean Butler will be hosting two exceptions featuring a conversation on poetry with Elizabeth Alexander, chair of the Department of African American Studies and honored guest poet at President Obama’s Inauguration. The events will be held on Tuesday, February 23, at the Yale Club of New York City, and on Monday, May 17, at the Carnegie Institution for Science in Washington, D.C. Please contact Jessica Rostow (jessica.rostow@yale.edu or 203-432-7730) for more information. RSVPs are required.

And finally, during the AYA weekend, President Levin talked frankly about what a difficult year it has already been, mentioning the tragedy that all of the Yale community suffered with the murder of graduate student Annie Le last September. To keep Annie Le in our hearts and minds, the University is establishing the Annie Le Fellowship Fund, for the benefit of one or more ph.d. students pursuing graduate studies in the biological and biomedical sciences. To contribute to the fund, checks can be sent to: Annie Le Fellowship Fund, Yale Office of Development, P.O. Box 2038, New Haven, CT 06520-2038.

—By Jo Ann Caplin, MAT, and Maria Koutardis, PH.D.
Carrots packaged with a picture of Dora the Explorer on the label taste better than those in a plain package.

At least that’s what children claimed when Christina Roberto asked them in the course of an experiment for her dissertation. The cartoon character on the package changed the way children perceived the taste of the food. The packaging project is one of several the label taste better than those in a plain package.

Christina is on track to earn two doctoral degrees in five years, one in clinical psychology, with Kelly Brownell as her advisor, and the second in epidemiology and public health with Susan Mayne. She is not the first student to pursue two fields simultaneously, but it is a very rare occurrence.

“Christina’s work is evidence of the strong ties we have between psychology and public health at Yale, and the value of multidisciplinary training,” says Mayne. “She knows the science from her training in public health, and also knows how to change behaviors.”

Already at the research stage, her dissertation comprises six papers, one on food marketing (Dora the Explorer), two on menu labeling, and three on front-of-package nutrition labels.

Another paper, adapted from her master’s thesis, appears in the February issue of the American Journal of Public Health. This study shows that diners consume fewer calories at dinner when the calorie content of their meal is listed on the menu. They eat even less when the number of calories they should consume each day is also printed on the menu. This work has already been influential in national menu-labeling legislation. Food purchased outside the home tends to be higher in calories, of poorer nutritional quality, and served in larger portions, which promotes overconsumption,” the article notes. Furthermore, “the frequency of fast food consumption is associated with greater levels of body fat and overweight... and people, including trained nutritionists, have great difficulty estimating the calories in restaurant meals.”

Some restaurant chains provide in-store brochures or posters, but Christina found—by conducting a study observing people in fast-food restaurants—that only 0.1% of customers look at the available information, suggesting it should be made more prominent by placing calorie labels on menus. Working at the Rudd Center for Food Policy and Obesity, Christina and her colleagues recruited over 300 adults who were randomly assigned to order and eat a free dinner from Au Bon Pain or a non-chain local restaurant. All menus contained the same food items. Participants were randomly divided into three groups: some were given menus that listed the calories of each dish, some had menus that listed the calories and nutritional information, and some received menus without any nutritional information. The results showed that consumers who saw the calorie labels ordered and ate less during dinner than the group without the calorie labels, but consumed more food later than the other two groups. Those who saw both the calorie content and the recommended daily calorie consumption ate the least of all. In fact, this group consumed about 30 fewer calories than the other two, behavior that would significantly impact weight over time.

Christina has been interested in eating disorders since her undergraduate days at Princeton, where she majored in psychology and ran track and cross country. Knowing runners who struggled with disordered eating led her to study anorexia nervosa, binge eating, and bulimia nervosa. After college, she worked in the eating disorders unit of the New York State Psychiatric Institute at Columbia University for two years, where she continues to work part time on Fridays.

Her research at Yale has shifted into the study of overeating and obesity, with a focus on public health policies aimed at improving diet and combating obesity. She intends to pursue this work after graduation. “I came to Yale wanting to study eating disorders and obesity, and Kelly got me excited about approaching these problems from a public health perspective,” she says. “She didn’t want to choose between psychology and epidemiology, so she decided to study both. I feel like the luckiest graduate student alive. I have the best advisors and amazing resources at Yale!”

The enthusiasm is mutual: “Christina is one amazing graduate student—as bright as they come, incredibly hard working, and highly inspired to make a difference,” Brownell says. “As her career takes shape, she will have a very positive impact not only on our field, but also on national policy.”

The enthusiasm is mutual: “Christina is one amazing graduate student—as bright as they come, incredibly hard working, and highly inspired to make a difference,” Brownell says. “As her career takes shape, she will have a very positive impact not only on our field, but also on national policy.”

Christina’s work is evidence of the strong ties we have between psychology and public health at Yale, and the value of multidisciplinary training.”

**Would You Eat It, If You Knew?**

**KUDOS**

First-year doctoral student Reuben Ng (Public Health) will present a paper titled “The Protective Effect of Resilience in Adolescents” at the 33rd Annual Global Health & Innovation Conference organized by Unite for Sight that will take place at Yale in April. At Oxford University, where he earned the M.Sc. in Management Research before coming to Yale, he was awarded the Dan Gowler Prize for the Best Dissertation in Management. The paper built upon his earlier work on “Cultural Intelligence” that won the U.K. Economic and Social Research Council’s Neville Butler Memorial Prize for Longitudinal Studies (runner-up), presented at the Houses of Parliament in London. In addition, he won the Nautilus Award for Academic Achievement from Green Templeton College at Oxford. At Yale, he pursues aging research under the guidance of Bruce Levy. Reuben was born in Singapore and received training as a psychologist there.

**SUSAN CAPLAN**

Susan Caplan (Nursing) is now an assistant professor at the University of Southern Maine in Portland. She is lead author of forthcoming articles about Latino immigrants and their belief about depression. One will be published in The Primary Care Companion to the Journal of Clinical Psychiatry, and another in Mental Health, Religion and Culture. Susan recently presented “A Description of Spiritual, Supernatural and Psychological Causal Beliefs about Depression among Latino Immigrants in Primary Care,” at a conference sponsored by the Society for Medical Anthropology of the American Anthropological Association. She also spoke on “Causal Beliefs and Perceptions of Depression among Dominicans, Ecuadorian, and Colombian Immigrants in Primary Care” at an annual Global Health Conference sponsored by Unite For Sight. Susan earned her bachelor’s degree from Tufts, her RN from Kingsborough Community College, and her MSN and FNP–BC (Family Nurse Practitioner—Board Certified) from Pace University. Before enrolling in the doctoral program at Yale, she worked as a Family Nurse Practitioner and director of Education and Quality Assurance at the Village Nursing Home in New York City.

**Would You Eat It, If You Knew?**

**KUDOS**

First-year doctoral student Reuben Ng (Public Health) will present a paper titled “The Protective Effect of Resilience in Adolescents” at the 33rd Annual Global Health & Innovation Conference organized by Unite for Sight that will take place at Yale in April. At Oxford University, where he earned the M.Sc. in Management Research before coming to Yale, he was awarded the Dan Gowler Prize for the Best Dissertation in Management. The paper built upon his earlier work on “Cultural Intelligence” that won the U.K. Economic and Social Research Council’s Neville Butler Memorial Prize for Longitudinal Studies (runner-up), presented at the Houses of Parliament in London. In addition, he won the Nautilus Award for Academic Achievement from Green Templeton College at Oxford. At Yale, he pursues aging research under the guidance of Bruce Levy. Reuben was born in Singapore and received training as a psychologist there.

**SUSAN CAPLAN**

Susan Caplan (Nursing) is now an assistant professor at the University of Southern Maine in Portland. She is lead author of forthcoming articles about Latino immigrants and their belief about depression. One will be published in The Primary Care Companion to the Journal of Clinical Psychiatry, and another in Mental Health, Religion and Culture. Susan recently presented “A Description of Spiritual, Supernatural and Psychological Causal Beliefs about Depression among Latino Immigrants in Primary Care,” at a conference sponsored by the Society for Medical Anthropology of the American Anthropological Association. She also spoke on “Causal Beliefs and Perceptions of Depression among Dominicans, Ecuadorian, and Colombian Immigrants in Primary Care” at an annual Global Health Conference sponsored by Unite For Sight. Susan earned her bachelor’s degree from Tufts, her RN from Kingsborough Community College, and her MSN and FNP–BC (Family Nurse Practitioner—Board Certified) from Pace University. Before enrolling in the doctoral program at Yale, she worked as a Family Nurse Practitioner and director of Education and Quality Assurance at the Village Nursing Home in New York City.
Outstanding Alumni

Jon R. Snyder (Ph.D. 1982, Comparative Literature), professor of Italian Studies and Comparative Literature at UC Santa Barbara, is author of the recently published volume, Dissimulation and the Culture of Secrecy in Early Modern Europe. Focusing on the 16th and 17th centuries, Snyder examines the practice of writers who deliberately disguised or silenced the expression of their intimate thoughts and emotions. “For men and women who could not risk revealing their inner lives to those around them, this art of incommunicability was crucial, both personally and politically. Many writers and intellectuals sought to explain, expose, justify, or condemn the emergence of this new culture of secrecy, and from Naples to the Netherlands controversy swirled for two centuries around the powers and limits of dissimulation, whether in affairs of state or affairs of the heart,” he explains. Snyder’s next book, Love in the Mirror (Center for Renaissance and Reformation Studies, Toronto), a bilingual edition of the 1622 Baroque comedy by G.B. Andreini, Della dissimulazione onesta (On honest dissimulation), is scheduled to appear early in 2010. He is currently completing a new series of experiments showing that intensification or dissimilation of police control effectively reduces it. This line of research not merely push crime to a new location, but effectively reduces it. One of several recent and potentially important research areas in Criminology, this line of research is currently in talks to shoot the film next year as well.

David Weisburd (Ph.D. 1985, Sociology), the Walter R. Meyer Professor of Law and Criminal Justice, Third Edition, with Chester Britt (2009); Handbook of Quantitative Criminology, with Alex R. Piquero (2009); To Protect and To Serve: Policing in an Age of Terrorism, with Thomas E. Feucht, Idit Hakimi, and Louis Felson Mock (2009); and Crimes of the Middle Classes: White-Collar Offenders in the Federal Courts (Yale Studies on White-Collar Crime Series), with Stanton Wheeler, Elin Waring, and Nancy Bode (2009). Weisburd serves as a Senior Fellow at the Police Foundation in Washington D.C., and heads its Research Advisory Committee. He is an elected Fellow of the American Society of Criminology and of the Academy of Experimental Criminology. In addition, he co-chairs the steering committee of the Campbell Collaborative on Crime and Justice. He is a member of the Harvard University/National Institute of Justice Executive Session in Policing and of the National Research Council Committee on Crime, Law and Justice.

Angus Fletcher (Ph.D. 2003, English) and Vinnet Dewan (B.A. 2001) were selected as Nicholl Fellows by the Academy of Motion Picture Arts and Sciences, the organization that presents the Oscars, for their short script, “Sand Dogs,” about an American who volunteers to drive a Red Cross ambulance in war-torn Gaza City. “Sand Dogs” was one of five winning screenplays in 2009, chosen from a record 6,360 entries. Winners attended a week of Academy events and seminars in Los Angeles culminating in the Nicholl Screenwriting Fellowship dinner. Fletcher is an assistant professor in the University of Southern California’s School of Theater, where he specializes in Elizabethan and Jacobean theater history. His research focuses on the impact of theatre on political science, psychology, ethics, and biology. He taught at Stanford before joining the faculty at USC. His Yale dissertation, titled “The Ethics of Double: Problems and their Practice in the Age of Hamlet,” was advised by Lawrence Manley. “Sand Dogs” is on the Black List 2009, an annual roster of Hollywood’s best unproduced screenplays compiled from the suggestions of more than 250 Hollywood executives who nominate their favorite 10 scripts of the year. Fletcher and Dewan are currently in talks to shoot the film next year in Jordan and Bahrain.

The GSA is planning many exciting events for the coming semester. Mentoring Week is scheduled for February 23–29 and will feature a school-wide event honoring the three recipients of the Graduate Mentor Award, seven departmental events, and a screening of the documentary Naturally Obsessed: The Making of a Scientist (learn more at www.naturallyobsessed.com). "Teaching remains one of the GSA’s most important issues, both in terms of its role in students’ professional development and the importance of teaching positions for financial aid. The GSA continues to work with Dean Butler to ensure that graduate students’ teaching needs are being met.

In this economic climate, the GSA is committed to ensuring that the university considers the long-term impact of short-term decisions. In our recent meetings with Provost Sally and President Levin, we emphasized that as they make crucial budget decisions in the coming months this is especially important with regard to maintaining the university’s outstanding literary system.

The next Conference Travel Fund deadline is quickly approaching: February 27. For more information please visit the GSA website at gsa.yale.edu. As a final reminder, GSA meetings are open to all graduate students and we also have open internal committee meetings for students with focused concerns. As many of these committees regularly meet with the administration, it is a great way to constructively express concerns. These committees are Housing, Athletics, Security, Transportation, Teaching, and Health care. Please see our website for committee contact info and details about meetings. To keep abreast of current happenings, please also join our Facebook group (Yale Graduate Student Assembly).

SUBMITTED BY CATHLAIN VEBERSON (HISTORY)