Faculty recipients of the Graduate School Mentor Award and student recipients of the new Graduate School Public Service Award will be recognized.

Mentors being honored this year are Kelly Brownell, professor of Psychology and Epidemiology & Public Health and director of the Rudd Center Food Policy & Obesity; John Harley Warner, the Avalon Professor of the History of Medicine, and professor of American Studies and History; and Joan Steitz, the Sterling Professor of Molecular Biophysics & Biochemistry, will deliver the Convocation address. Steitz is best known for her pioneering work on RNA. She discovered and defined the function of small ribonucleoproteins (snRNPs) in pre-messenger RNA — the earliest product of DNA transcription — and was the first to learn that these cellular complexes play a key role in processing messenger RNA by excising noncoding regions and splicing together the resulting segments. Her breakthroughs into the previously mysterious splicing process have clarified the science behind the formation of proteins and other biological processes, including the intricate changes that occur as the immune system and brain develop. Steitz earned her Ph.D. from Harvard in 1967. After completing postdoctoral work in Cambridge, England, she joined the Department of Molecular Biophysics and Biochemistry at Yale as an assistant professor and later became an associate and full professor, as well as chair of the department.

On Monday, May 24, University Commencement exercises will be held on Old Campus beginning at 9:30 a.m. The Graduate School’s diploma ceremony will follow in Woolsey Hall. A separate diploma ceremony for some M.A. graduates will be held at the MacMillan Center.

No tickets are required for either event. Participating students must complete an online response form before May 1. Information, schedules, and forms are posted at www.yale.edu/commencement.

Full information on events above: http://research.yale.edu/cgi-bin/mcdougal/publish2.72/webevent.cgi
Classroom Collaborations

Most college courses are taught by a single faculty member, but that's not the only way to run a classroom.

This year’s Spring Teaching Forum focused on an interesting alternative: “Teaching Collaboratively: Challenging the Model of the Lone Practitioner” on March 26 gave graduate students and faculty a chance to hear from a dozen people who have successfully co-taught courses in a wide range of disciplines.

To introduce the program, Dean Jon Butler spoke about the impact of pedagogy in both formal and informal settings: “We teach, whether we are in the classroom or not. When we teach, we are preparing for the future,” he said. “We are handing others the capacity to learn and create more knowledge.” When teachers are successful, they “convoy to students the excitement, the boundlessness, the thrill, the wonder” of their chosen field. “There are many things important to the Graduate School, but nothing is more important than teaching.”

The first panel, “Collaboration Across and Within Disciplines,” featured three pairs of instructors: Steve Healey, associate professor of religious studies at the University of Bridgeport, and his teaching partner Kurt Frey, associate professor of psychology; John Goss (Ph.D. 2009, Cell Biology), post-doctoral fellow in mcdb, and his teaching partner Hannah Chapin (Ph.D. 2009, Cell Biology), post-doctoral associate in cellular and molecular physiology; and David Wells, associate professor of mcdb, and his teaching partner Mitch Kundel (Ph.D. 2008, Cell Biology), post-doctoral associate in the Yale College Science and Quantitative Reasoning Center.

Frey and Healey have taught together for 17 years and enthusiastically endorse the practice. “I think that team-taught courses are much more enjoyable for the students: they watch the interplay between us, and that adds liveliness and interest,” said Frey.

Healey noted that some of the energy during classes comes from role reversals. “In team teaching, you are not only the professor, but also the student. There’s an intellectual excitement to learning,” both of them attend every class session and participate in the discussions. “We don’t do tag-team teaching or operate in silos. When one of us lectures, the other is there to provide a response or ask questions,” Healey said. This interactivity and models the critical thinking skills they want their students to develop.

Frey pointed out that their collaboration benefits them as well as their students. “Team teaching gives you a fruitful peer evaluation that you don’t get when you’re solo,” he said. In addition, “There is a comfortable diffusion of responsibility and mutual support.”

Goss and Chapin both earned their undergraduate degrees at small, liberal arts colleges before coming to Yale and discovered that they “shared goals and approaches toward teaching,” which made them good candidates for a pedagogical collaboration. Because both are still in the early stages of their careers, they planned their Yale College seminar, “The Interface of Science and Society,” very carefully. Goss said, “We were deliberate in trying to set forth our approach and structure,” and Chapin added, “John and I are both new teachers. Our choices have been active and conscious.”

They, too, felt that having a partner helped them to teach more effectively. Goss said, “The biggest benefit to me is that when I lead a discussion, there’s a ‘plant’ in the room. She can see the reaction of the students, see if they are or aren’t understanding the point. She can add to the discussion.”

Kundel and Wells first met when Kundel was a doctoral student in Wells’ lab. Wells invited his former advisee to co-teach a neurobiology course for non-science majors, and they enjoyed it so much that they are collaborating for a second time this semester. Wells has been teaching for almost 10 years and had team-taught before. Kundel is a beginner. Because they are at dramatically different points in their careers, they set up their schedule to counteract that imbalance. At the start of the semester, Wells teaches the class, with Kundel in attendance. Then Wells stays out of the classroom for a few sessions while Kundel lectures alone, to accustom the undergraduates to see him as their teacher. When Wells returns and they resume co-teaching, students treat both instructors as equals.

Wells, for all his experience, said he has gained from watching Kundel. “Mitch is very fresh and new at this. He feels free to try different styles. It’s a learning experience for me, sitting in the classroom and watching him, seeing what’s working and what’s not.”

And Kundel acknowledged the mentoring and guidance his former advisor gives him. Collaborative teaching isn’t always easy, the panelists pointed out. Problems can arise in “team teaching, you are not only the professor, but also the student.”

There’s an intellectual excitement to learning,” Healey added, “I developed my way of teaching in isolation. Then, working with Steve [Healey], I found we had very different knowledge bases, different personalities. This demands flexibility and humility. If you have that, you can achieve a harmony that is very rewarding.”

Chapin said that the “likelihood of success is wrapped up in whether you can separate the class and your ego. You have to be willing to share ownership of the course.” Goss said, “You have to be comfortable opening yourself to constructive criticism and feedback. It’s essential to have trust in each other.”

Wells cautioned people considering team teaching to bear in mind that “It’s a collaboration. It’s not just your course: you have to compromise.” He urged the audience, “Collaborate with someone you like and get along with!”

The second panel of the Spring Teaching Forum was titled “Collaboration as Mentorship.” Panelists were Peter Stamato, assistant professor of sociology, who co-taught the seminar “Empires and Imperialism” with Sam Nelson (Sociology) as part of the new Associates in Teaching Program; Teresa Treat, associate professor of psychology, and Marie Bragg (Psychology), who is a teaching fellow in Treat’s “Statistics in Psychological Science” course; Joseph Roach, Sterling Professor of Theater and English, and Jason Fitzgerald (MTA Drama), who was a teaching assistant in Roach’s class for several years. Fitzgerald is currently co-teaching a Yale College seminar on “The Diva in Opera and Musical Theater” with Joseph Cermatori.

The Spring Teaching Forum was orgnaized by co-chairs Maureen Canavan (EPH) and Anna Gawboy (Music). Committee members were John Oksanish (Classics), Nicole Pagliaecetti (Microbiology), Kriati Budenga (Neuroscience), and Sam Schaffer (History), with Bill Rando, director of the Graduate Teaching Center, and Jenny Frederick, associate director of the GTC.
Demystifying Diversity

This year’s Bouchet Conference addressed provocative questions about diversity and higher education: Are traditional arguments for diversity still compelling or are they losing their urgency? Is diversity an ethical imperative or a practical way to ensure global competitiveness? What is the role of higher education in promoting an understanding of, and appreciation for, human diversity?

“Demystifying Diversity: Uncovering and Exploring the Benefits of a Truly Diverse and Inclusive Higher Education Campus Community” took place March 26–27 and brought undergraduate and graduate students, faculty, and administrators from across the country to Yale to discuss these thorny questions, share their research, and honor three outstanding Yale individuals who have furthered the cause of diversity.

The event was organized by the staff and fellows of the Office for Diversity and Equal Opportunity (OD/EO) and co-hosted by Graduate School Assistant Dean and OD/EO Director Michelle Nearon and Yale College Dean Mary Miller.

“The conference was a huge success, thanks to the continued support and dedication of the staff and fellows of OD/EO and the participants and attendees, without whom the conference would not be possible,” Nearon said.

The program opened with an address by Kenneth Kidd, professor of genetics, psychiatry, and ecology and evolutionary biology at Yale, whose talk was titled “We Are All Alike But We Are All Different: A Genetic View of Human Diversity.” Responding were Alondra Nelson, associate professor of sociology at Columbia University; Liza Cariaga-Lo, assistant professor at Harvard; and Terry Plater, associate dean of academic affairs at Cornell University. Following that session, a panel of graduate students from Yale Medical School, Cornell, Howard, and George Washington universities discussed the central topic of the conference, “Demystifying Diversity: Uncovering and Exploring the Benefits of a Truly Diverse and Inclusive Higher Education Campus Community.”

Concurrent sessions focused on “Excellence and Inclusivity in Graduate Education: Intentional Planning, Preparation, and Persistence Required,” “Women’s Health,” “Diversity in Academic Spaces,” “Educational Access,” and research topics in the humanities, social sciences, and natural sciences.

Dean Jon Butler received the 2010 Edward A. Bouchet Leadership Award. Established September 15, 2003, this national award is given annually to an outstanding scholar who has played a major role in diversifying the academy. The citation described Dean Butler as a “master teacher and historian, a humane and loyal son of the Midwest,” whose “exceptional scholarship, research, teaching, and administration, and . . . abiding support for diversity” made him the unanimous choice of the nominating committee for the 2010 Edward A. Bouchet Leadership Award.

In his keynote address, Dean Butler urged students and faculty attending the conference to consider two milestones in African American history as models for their own commitment to shaping academic institutions that look more like America and the world—W.E.B. DuBois’s landmark book, The Souls of Black Folk, published in 1903, and the resolve of the Fisk Jubilee Singers whose concerts helped keep Fisk University alive in its infancy.

DuBois presciently portrayed the central problem of the twentieth century as the “problem of the color-line” and sought its eradication, in part, through the efforts and achievements of African Americans despite the cruelty of slavery and the disappointment of post-Civil War Reconstruction, Butler said. He described how the singing of Fisk’s young men and women—the Jubilee Singers, who toured the world beginning in the 1870s—kept alive not only a fledgling university, but also its promise of equality and intellectual achievement.

“Scholarship sings in and through communities whose oxygen is the quiet example of others committed to equality,” Dean Butler noted. “A transforming scholarship free from the restraints of prejudice is the only legacy all of us can responsibly leave to our heirs. Truth and justice flourish only through the free attainment of knowledge and must be the compelling reasons for what we do as scholars and why we do it.”

The Liza Cariaga-Lo Award for Excellence in Advancing Diversity was named for the founding director of Yale’s Office for Diversity and Equal Opportunity who served as assistant dean from 2000–2007 before joining the staff at Harvard as assistant provost. The award is given to one graduate student and one faculty member who have shown deep commitment to furthering diversity through research or university service. This year’s honorees were Monica Martinez (American Studies) and Menachem Elimelech, chair of the Chemical Engineering Department and director of the Environmental Engineering Program.

Monica served with distinction as a Fellow of OD/EO for two years and is currently a Graduate Teaching Fellow. One letter placing her name in nomination for the award said, “Her efforts act as the stage for the expansion of diversity-related teaching programs that are now a central part of not only the Graduate Teaching Center programs, but also the newly formed Certificate in College Teaching Preparation.”

Professor Elimelech “has demonstrated excellence in significantly furthering diversity in Yale’s faculty ranks. In the past three years, he has targeted and successfully recruited five outstanding new junior faculty members to the Chemical Engineering Department. These new hires included two women and three men from traditionally underrepresented groups.”

Edward A. Bouchet was the first African American to graduate from Yale College and the first to earn a Ph.D. in the U.S., when he completed his doctorate in physics from Yale in 1876.
From Prospectus to Completion
Want to make steady progress on your dissertation? Join a Dissertation Support Group, organized by Graduate Writing Center Director Elena Kallestinova.

Since 2008, the Writing Center has offered two groups each semester, one for the Natural and Social Sciences and one for the Humanities. During weekly meetings, participants learn time-management skills, techniques to minimize distraction and procrastination, tips on handling the paralyzing effects of perfectionism, ways to avoid becoming demoralized, strategies for working effectively with dissertation advisors and committees, and approaches to balancing academic and personal needs.

Kallestinova gives eminently practical advice. She urges students to think of their dissertation as a job like any other, to which they are expected to go all day, every day, and produce work. Set a firm daily schedule and stick to it, she says. Don’t let the tasks of daily life eat into dissertation time. Eliminate distractions and temptations—don’t access the Internet and don’t touch your cell phone.

“I greatly benefited from Elena’s kind-but-firm touch: she always made sure that we set reasonable, realistic goals, but the format kept us accountable. And she really taught us that it’s important to never stop writing,” said Parfitt.

At the first session, Kallestinova outlines the entire program and proposes weekly topics. During subsequent meetings, participants discuss the topic of the day and then review their progress on the goals set the previous week. They finish by writing goals for the week ahead.

“Full all through the semester, we worked on setting individual writing schedules and ‘smart’ goals: Specific, Measurable, Achievable, Relevant, ‘Time-framed,’” she says.

Awendela Grantham (French) joined a Dissertation Support Group this spring to “anticipate any possible problems that I might have writing my dissertation. I wanted to be fully aware of any potential setbacks and to have a clear idea of how to go about writing a dissertation efficiently.” She is in the early stages of a thesis titled “Messianism in Caribbean Literature,” advised by Christopher Miller, and found the support group “definitely worth the time commitment.”

“1 applied the strategies that we discussed and successfully completed the first draft of the first chapter of my dissertation in early April. I found it helpful to write every day at certain times of day and keep a spreadsheet tracking the minutes that I spend on each dissertation-related task. Then, I could graph my progress. Using a spreadsheet to chart one’s progress might seem obsessive, but it allows a student to see where the time goes and plan effectively.”

Another student in a Dissertation Support Group this semester is Luxun Zhang (Ph.D.), who says, “Elena gives a great course. I wish I had signed up for it much earlier—

I’m now in my fourth year. Anyone who is finding that they are having too much too little time for dissertation writing might find this course helpful.”

Luxun found the time-management and self-monitoring sessions especially helpful, and the chance to “discuss our own challenges and possible solutions for them. We also discussed some great articles on writing dissertations.”


“I joined the group when I was concerned about falling too far behind in my writing. I came back from my dissertation year abroad, and I was going to be teaching a language class that meets every day for the first time. I wanted to make sure that I stayed on track with my research.”

In addition to hearing useful advice, monitoring each other’s progress and finding ways to solve their writing problems, participants give one another weekly encour-agement. “It was very uplifting to chat with other students who shared a common goal,” Awendela says.

For Alexandra, “the sense of camaraderie was particularly helpful. It is a terrific antidote to the solitariness of research. We shared, we grieved, we laughed, we learned.”

The Graduate Writing Center offers a range of additional programs to help students with the challenges of writing, including Dissertation Boot Camps; workshops on publishing articles, drafting and polishing research papers, and applying for grants; and individual consultations with writing advisors.
Jon Butler is stepping down as Dean of the Graduate School on June 30 with a mixture of joy, relief, and immense affection for students, faculty, and staff. During his tenure he has built on its many strengths and made it even stronger.

And in the process, he has enjoyed himself immensely. “I feel completely fulfilled,” he said, looking back on his tenure at the Graduate School. “I am happy to have done this, and I will miss it.”

When he first became Dean, he visited every academic department and administrative office associated with the School and was impressed by the depth and breadth of scholarly research and activity he encountered. Six years later, he said he still feels the same way. “You become inspired and respectful of the energy and ingenuity at all levels and in all areas,” he said. “It’s thrilling to be part of this enterprise. It’s a privilege.”

The Graduate School has made important improvements in nearly every area since Dean Butler took up his position in 2004. He initiated the “Years 2–4 Project,” which required every academic department to examine how to manage its graduate education. It has been a demanding responsibility, but Dean Butler has thrived on it. He has obviously enjoyed getting to know and interact with students from every intellectual discipline and region of the world. “Our students are fabulous and the heart of our enterprise. They are eager and idealistic. They have the capacity to make academia and the world a better place. They are a joy to work with.”

Credit goes to his colleagues, too. “I’ve been blessed with a truly wonderful Graduate School staff, each of whom cares deeply about our students. I’ve had terrific support from President Levin, three provosts, and the Yale College and professional school deans. ‘I’ve learned so much from different disciplines. In fact, I’ve had my own graduate education being Dean.’”

In February, 2006, the Yale Center for British Literature opened its doors on Hillhouse Avenue. “This is a long-standing issue, of course, and not particular to Yale,” he said. “It is good for our students and also sets Yale apart from all other private universities” he said. Yale is the only major research university offering such extensive combined support for families with children.”

The Dean has also stepped up outreach to the school’s alumni, traveling widely for the AYA and working to expand the interaction between the school and its alumni. For many years, Wilbur Cross Medals were presented to outstanding alumni of the Graduate School during Commencement. “To give more prominence to the medals and allow for more interaction with students and faculty, Dean Butler moved the Wilbur Cross Medal events to October and invited honorees to give public lectures in their area of expertise. “This change in schedule has emphasized the centrality of the Graduate School to the entire University,” Dean Butler noted.

Asked about the challenges facing the Graduate School and graduate education in general, the Dean worries about a continuing decrease in government support for scientific research. With the end of the Cold War, an anti-university political climate, and the current economic downturn, he expects that universities will need to provide more direct support for the sciences in the years to come.

The length of time that it takes to earn a Ph.D. compromises graduate education. “It takes too long,” he said, “and that discourages too many undergraduates from considering graduate school. Ph.D. programs should help students move right into the most productive years of their lives,” he said. “This is a long-standing issue, of course, and not particular to Yale.”

Closer to home, he said that Yale will have to renovate or replace all existing graduate housing. Helen Hadley Hall should be rebuilt, and the Hall of Graduate Studies needs major work. The was built 80 years ago and has never been rehabilitated. For logistical and financial reasons, these improvements now may not occur for a decade or so, he said, but eventually they need to be addressed.

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Beginning in July, Dean Butler plans to take a year’s leave—his first sabbatical since 1996. For the past 13 years, without a break, he has been a scholar-administrator, spending two years as director of the Humanities Division, five years as chair of the History Department, and finally six years as Dean of the Graduate School. He was about to start work on a book when Yale President Richard C. Levin asked him to be Dean, so he put the book on hold. But soon he will be able to begin the stacks of Sterling Memorial Library again, researching and writing God in Gotham, a history of religion in Manhattan from the Civil War to the election of John F. Kennedy. He will return to being a full-time historian, and the Graduate School will forever be a better place because of his leadership.
American Studies Prize Winners
Four American Studies students, Francesca Ammon, Christine DeLucia, Dara Orenstein, and Elizabeth Son, were awarded prestigious fellowships to pursue their research.

Francesca has won both a John E. Rovensky Dissertation Fellowship in American Business and Economic History and a Miller Center Fellowship in Politics and History to work on “Waging War on the Landscape: Demolition and Clearence in Postwar America,” advised by Dolores Hayden. Her dissertation argues that an ideology of demolition and clearance dramatically reshaped the natural and built landscape of post-World War II America. In anticipation of postwar urban renewal and the construction of suburbs, highways, and other infrastructure, wreckers filled buildings and excavators leveled land at an unprecedented pace and scale. In exploring how and why this destructive era emerged, Francesca’s project reveals connections among business, architecture, planning, technology, the military, and the broader culture. It also demonstrates the physical and political practices that enabled large-scale clearance to take place and ultimately to decline.

The Rovensky Fellowship is awarded by the Business History Conference and administered by the University of Illinois Foundation. The Miller Center Fellowship is part of the “Governing America in the Global Era” program at the University of Virginia’s Miller Center of Public Affairs. Christine has won a 2010 Council on Library and Information Resources – Mellon Fellowship, awarded for dissertation research using original sources. For her dissertation, titled “The Military Frontier: Making Past and Place in the Northeast after King Philip’s War,” she will study manuscript and printed sources about Algonquian Indians and settlers, using town, state, reservation, and national archives across New England, southern Canada, Britain, and Bermuda. She examines “cultural landscapes of violence and memory” in the aftermath of King Philip’s War (1675–78), elucidating how Native- and Euro-American communities have remembered, marked, and mapped the conflict—or struggled to forget it. Christine traces the emergence of New England and indigenous geographies that interconnect in a region that has long held a self-image of Anglo-American innocence. Her advisor is John Mack Faragher.

Dara and Elizabeth were both awarded Mellon–American Council of Learned Societies (acls) dissertation completion fellowships. The ACLS is a private, nonprofit federation of 70 national scholarly organizations in the humanities and social sciences.

Dara will use her fellowship to complete “Offshore Onshore: Foreign-Trade Zones on U.S. Soil, 1846–1987,” advised by Jean-Christophe Agnew. Her dissertation examines foreign-trade zones (FTZs), which she describes as “inclaves of factories and warehouses located inside U.S. cities but outside U.S. customs territory.” Proposed in 1849 and authorized in 1934, FTZs now dot every state of the union, totaling over 750 strong, and they have created “special taxing districts,” naturalizing extraterritoriality in the name of economic development. Dara’s dissertation uncovers its economic, political, and cultural logic, offering a “field guide to a world hidden in plain view.”

Christine has won a 2010 Council on Foreign Relations Fellowship in Politics and History to work on “Performing Redress: Military Sexual Slavery and the Transnational Politics of Memory,” examines a range of Asian and Asian American performances that represent Japanese military sexual slavery during World War II. Before she begins her fellowship in June, Elizabeth will have completed fieldwork and archival research in Korea and Japan on the work of survivors, activists, and theatre artists. Her advisors are Hazel Carby and Joseph Roach.

GSA UPDATE
http://gsa.yale.edu

The GSA is holding its annual elections this month, and we hope to fill as many spots as possible for the coming academic year. Any graduate student is welcome to run. Serving on the GSA is a great way to learn how about and the Graduate School and university functions, and to make a difference in the lives of your fellow students. Those interested should contact gsa.yale.edu.

The Graduate and Professional Student Senate is spearheading an initiative to compile a 10-Year Plan that addresses major areas of interest or concern for graduate and professional students. The purpose of this document will be to help guide university administrators as they respond to the financial downturn of the past two years and the recent re-actualization of the financial aid process. The areas to be addressed are healthcare, academic, physical spaces on campus, community living, and diversity. The GSA will be working closely with the GSS in the coming months to help create this document.

The third day of the Conference Travel Fund is now open, with a deadline of May 3. For more information, check out our website or contact kathleen.barkley@yale.edu.

Finally, as Jon Butler’s tenure as Dean of the Graduate School comes to a close, the GSA would like to express our gratitude for all the encouragement, guidance, and support he has given us during his time here, and for his incredible hard work and dedication to the Graduate School. We truly appreciate the positive impact he has had on the University, and we wish him all the best in his future endeavors.

STEPHEN GOODWIN (GSA CHAIRMAN)

When Congress convened a meeting of the U.S.-China Economic and Security Review Commission recently, Angel Hsu (F&ES) was there, giving expert testimony.

The public hearing in Washington on April 8 focused on China’s domestic and international energy policies and the potential for cooperation between the United States and China on climate change and clean energy technologies.

Angel was the only student invited to testify. Other speakers included David Sandalow, assistant secretary for Policy and International Affairs at the U.S. Department of Energy; Jennifer L. Turner, director of the China Environment Forum at the Woodrow Wilson Center; Elizabeth Economy, director of Asia Studies at the Council on Foreign Relations; Bob Brad- ley, director of International Climate Policy, World Resources Institute, and additional distinguished experts.

Angel established her reputation as an expert on China’s environmental policy prior to coming to Yale, where she worked at the World Resources Institute (wri), a non-profit environmental think tank in Washington, D.C. There she helped create corporate greenhouse gas reporting initiatives in developing countries and managed the Greenhouse Gas Protocol (gGCP) programs in China. The gGCP Protocol is the most widely used international accounting tool for government and business leaders, allowing them to understand, quantify, and manage greenhouse gas emissions. The gGCP Protocol Initiative, a decade-long partnership between the WRI and the World Business Council for Sustainable Development, works with businesses, governments, and environmental groups around the world to establish credible and effective emissions accounting and reduction programs for tackling climate change. Angel is one of the experts listed on WRI’s ChinaFAQs (www.chinaFAQs.org), a website that provides insight into critical questions about Chinese policy and action on energy and climate change.

Because of her knowledge and experience, Angel was invited to attend the international climate negotiations held in Copenhagen last December. There she observed the Chinese delegation and wrote daily updates for two well-known blogs: The Green Leap Forward (www.greenleapforward.com) and Climate Progress (www.climateprogress.org).

“With hundreds of people reading our updates each day, even people on Capitol Hill,” she says. “Congressmen read her pieces and wanted her ‘to tell the story about China’s role in Copenhagen at this Commission hearing.’” And so she went to Washington at the height of cherry blossom time and shared what she knew with the committee.

At Yale, Angel’s dissertation research focuses on data- and information-based approaches to environmental decision-making, which “became a huge topic of dis- cussion in Copenhagen, as U.S. policymakers were asking for ‘measurable, reportable, and verifiable’ actions from China toward climate change mitigation,” she says. Her advisor is Daniel Esty.

Before enrolling at Yale, Angel earned a Master of Philosophy degree in Environmental Policy from the University of Cambridge and a B.S. in Biology and a B.A. in Political Science from Wake Forest University in Winston-Salem, North Carolina.
Congratulations!

Send your good news to gila.reinstein@yale.edu for inclusion in a future issue.

**WEDDINGS**

Karen Banneuiller (EAS) and Ben Flaherty (Cell Biology) will be married in June, 2010.

Esther Morgan-Elli (Music) and Jara Pitar (EEB) were married in Cambridge, Mass., on March 8, 2010.

Elena Pota (MOP) and Will Brainier (Classics) were married in New Haven on October 30, 2009.

**BIRTHS**

Oliver Christian Armon was born on March 7, 2010, to Francesca (American Studies) and and Halla Yeng.

Soledad Elizabeth Yeng was born on June 10, 2009, in Elizabeth San (American Studies) and Halla Yeng.

**JOBS AND POST-DOCS**

Here's a sampling of where graduating students will be next year. See www.yale.edu/graduate-school/home/student_jobs.html for a more complete list.

Oludele Adeolu (Astronomy) assistant professor, University of Michigan

Andrew Bellmer (Neuroscience) postdoctoral fellow, Yale University

Christopher Colan (Economics) assistant professor, Colgate University

Vicky Fan (Film Studies) assistant professor, McGill University

Robert Henry (East Asian Languages & Literature) postdoctoral fellow, Yale University

Sarah Harts (African American Studies) postdoctoral fellow, Princeton University, 2010–11, then assistant professor, UC/LA

Bianca Hanks (History) assistant professor, University of Chicago

Julia Irwin (ESHW) assistant professor, University of South Florida

Hugh Lippinot and Ethan Neil (Physics) postdoctoral fellows, Fermilab

Don’t Just Stand There — Do Something!

Looking for a martial arts class? A place to canoe when the weather turns mild? A kendo or Nordic ski team to join? The McDougal Center Sports and Recreation Fellows have launched a website at http://yalegradsports.wordpress.com that provides useful information about sporting activities off and on campus, ranging from boxing and swimming to modern dance, squash, and, of course, soccer.

In addition to listing sports and other physical activities, the blog has a section that lets browsers view posts by topics, such as “Armchair Athletics” (spectating) or “Not a Yale,” which identifies opportunities open to anyone regardless of Yale affiliation. Other sections explain the distinctions among types of organized teams, such as Club Sports, which primarily consist of undergraduates, and Graduate-Professional Intramurals, which are mostly graduate students.

“We’re hoping this will be a resource for grad students looking for a recreational outlet,” says Kim Tao (EHE), who launched the site with Bianca Mercado (History).

“Kim and I came up with the idea for the blog because we were both frustrated by the fact that there was no centralized location for information about fitness options at Yale and in New Haven and surrounding areas,” Bianca adds. “Being a graduate student is very stressful, and exercising benefits both my mental and physical health.”

“Being a graduate student is very stressful, and exercising benefits both my mental and physical health,” Bianca adds. “The YSA also has an athletics representative working to increase graduate student access to under-graduate facilities.”

Bianca adds, “The Yale Graduate Sports website is updated frequently,” so interested students are encouraged to check it often.

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Bianca Hanks (History) assistant professor, University of Chicago

Julia Irwin (ESHW) assistant professor, University of South Florida

Hugh Lippinot and Ethan Neil (Physics) postdoctoral fellows, Fermilab

Don’t Just Stand There — Do Something!

Looking for a martial arts class? A place to canoe when the weather turns mild? A kendo or Nordic ski team to join? The McDougal Center Sports and Recreation Fellows have launched a website at http://yalegradsports.wordpress.com that provides useful information about sporting activities off and on campus, ranging from boxing and swimming to modern dance, squash, and, of course, soccer.

In addition to listing sports and other physical activities, the blog has a section that lets browsers view posts by topics, such as “Armchair Athletics” (spectating) or “Not a Yale,” which identifies opportunities open to anyone regardless of Yale affiliation. Other sections explain the distinctions among types of organized teams, such as Club Sports, which primarily consist of undergraduates, and Graduate-Professional Intramurals, which are mostly graduate students.

“We’re hoping this will be a resource for grad students looking for a recreational outlet,” says Kim Tao (EHE), who launched the site with Bianca Mercado (History).

“Kim and I came up with the idea for the blog because we were both frustrated by the fact that there was no centralized location for information about fitness options at Yale and in New Haven and surrounding areas,” Bianca adds. “Being a graduate student is very stressful, and exercising benefits both my mental and physical health.”

“Being a graduate student is very stressful, and exercising benefits both my mental and physical health,” Bianca adds. “The YSA also has an athletics representative working to increase graduate student access to under-graduate facilities.”

Bianca adds, “The Yale Graduate Sports website is updated frequently,” so interested students are encouraged to check it often.
All of us at the 64,000 celebrate those of you who are graduating with master's and doctoral degrees. As you begin to take on new challenges and create professional lives and personal joys, keep in mind that there will always be a Yale imprint on your future. Most Yales look forward to staying in touch with their friends and the University. If you live in a city with a Yale Club, joining is one way to stay in touch. Being active in the Association of Yale Alumni, with its meetings at Yale in the fall, is another. And most importantly, we can connect as alumni by giving back to the institution that provided us each with such great opportunity.

In fact, Yale’s founding principles included a commitment to service, a commitment that has been lived out individually by alumni for over 300 years. This spring, once again the University is sponsoring a global Yale Day of Service, a day when alumni over the world will come together to volunteer in their local communities. The first global Yale Day of Service in May 2009 was a resounding success! Over 5,000 members of the Yale community participated to register in this milestone event; there were its volunteer sites hosted by 48 Yale Clubs in 17 states and 13 countries. The second annual global Yale Day of Service will take place on May 15. To find out how to participate whenever you live, log in to the site: www.yaleservice.org.

Some of you may ask, just how much influence can one Graduate School alumnus have? What can I do to give back to Yale and to society? The answer is simple: it is up to each of us. We all have the capacity, the vision, and the ability. In fact, the chair of the Yale Day of Service, David Sanchez (M.Phil. 1984, Political Science), is a Graduate School alumnus!

So, to our graduating students we say: Dream big, give back, and make your mark on the world around you. We welcome you, our newest Yale alumni, to the Graduate School Alumni Association.

—By Maria Kontaridis (Ph.D., Pharmacology) and Jo Ann Caplin (MA.T, English)


Jonathan Spence

Jefferson Lecture

Jonathan Spence (b.1940, Ph.D. 1965, History), the Sterling Professor Emeritus of History at Yale, will be the 2013 Jefferson Lecturer in the Humanities. The lectureship is the highest honor given to the U.S. government to a humanities scholar.

“Jonathan Spence’s scholarship has shaped the field of Chinese history,” said National Endowment for the Humanities Chairman Jim Leach. “In a world in which mutual understanding has never been more important, Spence has helped Americans understand the culture of one of the world’s oldest and greatest civilizations.”

The talk, “When Minds Meet: China and the West in the 17th Century,” will be presented in May in Washington, D.C., and will explore how one of the first Chinese travelers to reach Europe shared his insights with the Westerners he met.

Spence’s many books have earned high praise: The Modern Library named The Gate of Heavenly Peace, the Chinese and Their Revolution, 1850-1987 (1987) one of the best nonfiction books of the twentieth century. The Washington Post Book World described The Search for Modern China (1990) “History at its best.” The book, which charts the history of China from the fall of the Ming dynasty through Tiananmen Square, became a New York Times bestseller and continues to be a classroom staple.

Spence’s other books include The China’s Great Continent, China in Western Minds (1988); Mao: The Enemy (2001); and Return to Dragon Mountain: Memories of a Late Ming Man (2005). With his wife, Annping Chin, he co-authored The Chinese Century, a Photographic History of the Last Hundred Years. He is also a frequent contributor to the New York Review of Books.

Outstanding Alumni

The American Association of Publishers has awarded Jennifer Smyth (Ph.D. 2005, Film Studies, American Studies) this year’s PROSE award for the best book in media and cultural studies. The prize honors her recently published study, Eden Fisher’s Hollywood: American Fiction of Gender, Race, and History, (University of Texas Press, 2009). Smyth was one of the first students to graduate in the Film Studies combined Ph.D. program at Yale. Her dissertation advisors were Charles Musser and Dudley Andrew. Her previous book, Reconstructing American Historical Cin- ema: From Cimarron to Citizen Kane (Uni- versity of Kentucky Press, 2003) won the International Association for Media Historians’ Award. Smyth is currently editing a book of essays on Hollywood’s American historical films. She teaches courses on Hollywood cinema and U.S. cultural history at the University of Warwick in England. She is the mother of Zachary, 3 years old, and Zoe, 4 months.

If you alumi want to give back to your alma mater, we encourage you to consider participating in the Day of Service virtue.

Jennifer Smyth

Bethany Morton

Historian Win Ship Award

Bethany Morton (Ph.D. 2006, History), assistant professor of history and women’s studies at the University of Georgia, has been selected by the Organization of American Historians (OAH) to receive the 2010 Frederick Jackson Turner Award for her book, To Serve God and Wal-Mart: The Making of Christian Empire at the University Presses. The annual prize, given for an author’s first book, was presented at the 103rd Annual Meeting of the OAH in April. The book is a revision of her dissertation, which won the T. Rector Rockwell Field Prize the year Morton graduated. In the book, Morton analyzes the intersections of economic, cultural, and political history in the rise of Wal-Mart, America’s largest corporation. From the rise of the Sun Belt to the growth of country music, Morton finds a consistent ideology of Christian service within the South’s and ultimately the nation’s shift away from an urban, multi-ethnic culture to a system organized around shared religious and cultural ethics. According to the OAH, “The history of American capitalism has found a convincing and modern analysis of how the once fertile soils of agrarian populism gave rise to new forms of American capitalism.”

Founded in 1907, the OAH is the largest learned society and professional organization dedicated to the teaching and study of the American past.

Return to Dragon Mountain: When Minds Met: China of the Sun Belt to the Growth of Country Morton

Jon Butler, dean; Gila Reinstein, editor; Bjorn Akesson, design/production; Yale BIS, production supervision; Michael Marland, Harold Shapiro, Bjorn Akesson, photography.