



Admin lets student take down banner naming Palestinians killed, admits ‘administrative errors’

BY TRISTAN HERNANDEZ AND BEN RAAB
STAFF REPORTERS

After receiving permission from Pilar Montalvo, assistant vice president for university life, a student took down a banner that listed the names of thousands of Palestinians killed in Gaza during the Israel-Hamas war. Montalvo told the News there were “administrative errors” made in allowing the poster to go up and in authorizing the student to take it down.

Following a demonstration on Friday morning where students unfurled a 60-foot banner in front of Woodbridge Hall, one student took the banner down — with permission from a University administrator.

Students at the demonstration Friday morning called on the University to divest from weapons manufacturers. The banner they unfurled read “Yale Corp Divest From Weapons” and displayed the names of thousands of Palestinians killed in the Israel-Hamas war.

In a video obtained by the News, assistant vice president for university life Pilar Montalvo said it would be “fine” for the student to take down the banner when the student approached her to ask. In another video the News obtained, the student removed the poster from the door of Woodbridge Hall and rolled it up.

“The organizers of Friday’s actions are deeply disheartened that we were unable to peacefully mourn the thousands of lives that have been lost to the crisis in Gaza,” Aly Moosa ’25, an organizer for both the Friday morning demonstration and afternoon rally, wrote to the News.

In an email to the News on Dec. 3, Montalvo wrote that the students who initially put up the banner had asked officials if they could put it up but were given “incorrect information about where it could be posted.” Montalvo also wrote that there were



After receiving permission, a student took down a banner that listed the names of thousands of Palestinians killed during the Israel-Hamas war. / Ben Raab, Contributing Reporter

“administrative errors” in allowing the poster to go up and in its removal.

She further said that the banner was in her possession and it would be returned to student leaders on Dec. 4.

“I should have removed the poster myself rather than allowing a student to do so,” Montalvo wrote to the News.

The demonstration came over a month after Hamas attacked Israel on Oct. 7, killing at least 1,200 people

and taking 240 as hostages, according to Israel’s Foreign Ministry. Israel responded with airstrikes and a ground invasion of Gaza, killing more than 15,500 Palestinians, according to figures from the Gazan Health Ministry, the Associated Press reported on Dec. 3. The AP called the December death tolls a “sharp jump” from the previous Nov. 20 count of over 13,300

SEE **BANNER** PAGE 4

Salovey updates answer to question from antisemitism hearing

BY BENJAMIN HERNANDEZ
STAFF REPORTER

The presidents of Harvard University, the University of Pennsylvania and the Massachusetts Institute of Technology have all faced criticism for evading direct responses to questions about disciplinary actions students would face if they called for the genocide of Jewish people, which they answered during testimony before the House Committee on Education and the Workforce during a hearing on Tuesday, Dec. 5. According to CNN, Penn’s Board of Trustees chair Scott Bok is expected to talk to the university’s president, Liz Magill ’88, about stepping down from her role as president either this evening or Friday.

On Wednesday morning, one day after the hearing, the News posed similar questions to University President Peter Salovey — whether calls for the genocide of Jewish people violated the University’s policies on discrimination and harassment. Salovey initially responded by recommending that “everyone” read Yale’s conduct policies and saying that he planned to watch the hearing in full prior to answering the News’ question.

“In my opinion, if an individual stood on our campus and urged the committing of mass murder of Jews, it would have no intellectual or academic value, and is frankly hateful and worthless,” Salovey wrote. “The very idea of it is something I find outrageous, vile, and abhorrent. Such an act, in my view, would be harassing, intimidating, and discriminatory, so I would certainly expect that person to be held accountable under our policies prohibiting such conduct.”

The updated statement comes as the House committee that oversaw Tuesday’s Congressional hearing announced it was opening a formal investigation into Harvard, Penn and MIT over allegations

of campus antisemitism on Thursday. In a statement the same day, committee chairwoman Virginia Foxx cited “institutional and personal failures” as grounds for the investigations and said that other institutions should also “expect” investigations “as their litany of similar features has not gone unnoticed.”

The Harvard Crimson broke the News of the investigation into Harvard, MIT and Penn also around 1 p.m. on Thursday; the House committee announced its investigation on X, formerly known as Twitter, at 2:19 p.m.

Salovey’s statement also follows a condemnation by the White House of the three presidents present at Tuesday’s hearing for evading the question.

“What was asked of other university leaders at recent Congressional hearings has raised questions about our policies and practices,” Salovey said. “Let me be clear in stating our forceful rejection of discrimination and prejudice at Yale.”

In response to Rep. Elise Stefanik’s question at the hearing, Claudine Gay, Magill and Sally Kornbluth — presidents of Harvard, Penn and MIT, respectively — said that the situation was context-dependent. Magill said in her response that if speech “turns into conduct,” it would constitute bullying and harassment. Similarly, Gay said that if the speech were “targeted at an individual,” the speech would become “actionable conduct,” at which point Harvard would “take action.” Kornbluth said that although she was not aware of any extant calls for the genocide of Jews at MIT, speech “targeted at individuals” would be considered harassment but that making public statements would not.

SEE **SALOVEY** PAGE 4

Salovey promises new MENA space, announces permanent Slifka security

BY BENJAMIN HERNANDEZ
SENIOR REPORTER

After years of student advocacy, Yale has committed to securing a space for Middle Eastern and North African Yalies, University President Peter Salovey announced Thursday morning — part of a longer message on Yale’s actions “to enhance support” for campus members affected by the Israel-Hamas war. Salovey also told the News separately that Yale will take over funding kosher dining at Slifka.

In the email announcement, Salovey wrote that the University is not aware of any credible threats against Yale or any of its community members. He noted one reported incident of physical confrontation and violence, in which a person not affiliated with Yale spat on a student wearing a keffiyeh.

Salovey also wrote that he is “deeply disappointed” by incidents on campus that have “erode[d] our sense of belonging to the Yale community,” designating chants that express hatred, calls for the genocide of any group and celebrate the killing of civilians as “utterly against” Yale’s values.

The Dec. 7 email announcement, which Salovey titled “Against

Hatred,” explains a series of actions that the University will soon take to combat antisemitism and Islamophobia. Among the action items, Yale will develop two standing committees — one on Jewish student life and another on Middle East and North African and Muslim campus communities — that will report to Secretary and Vice President for University Life Kimberly Goff-Crews ’83 LAW ’86.

Ultimately, Salovey told the News, the committees will advise him on further recommendations about actions Yale can take to make campus safer for students affected by the ongoing war. The initiatives will fall under programming for Belonging at Yale — the umbrella term which the University uses to categorize its diversity, equity, inclusion and belonging efforts.

“In announcing these initiatives, we’ve worked with the members of the Chaplain’s office who have responsibility for Muslim and Jewish students on campus and we’ve tried to talk over our plans with any number of community leaders on campus,” Salovey told the News. “We may not be able to do everything that everyone wants

SEE **MENA-SLIFKA** PAGE 5

At Yale, Kissinger sought a next generation of strategists



Kissinger became a regular guest at seminars in the Grand Strategy program in the early 2000s. / Yale Daily News

BY BEN RAAB
STAFF REPORTER

In 1996 — in an unpublicized, covert appearance at Yale’s Berkeley College — Henry Kissinger met with a group of 40 undergraduate students to discuss and field questions on U.S. foreign policy. That talk marked Kissinger’s first documented visit to Yale’s campus. Nearly 30 years later, Kissinger leaves behind a complicated and influential legacy at the University — and the world at large.

Kissinger, a highly controversial statesman who shaped decades of U.S. foreign policy, died on Nov. 29 at 100 years old.

As secretary of state and national security advisor in the Nixon and Ford administrations, Kissinger facilitated some of the most significant

policy initiatives of the 20th century, including the reopening of U.S.-China relations, negotiating an end to the Vietnam War and easing of U.S.-Soviet tension. But Kissinger’s “Realpolitik” approach to diplomacy yielded dastardly impacts. His deadly bombing campaigns in Cambodia, support for authoritarian regimes in Latin America and greenlighting of Indonesia’s bloodshed in East Timor are among the policies that led to many thousands of civilian deaths — leading many to remember him as a war criminal.

Kissinger, who studied and taught at Harvard early on in his career, developed a close relationship with Yale after his tenure in government came to a close.

“Henry became deeply invested in what he thought would be the source

of the next generation of foreign policy,” professor of history Paul Kennedy told the News.

Kissinger often made visits to Yale’s campus in the late 1990s and early 2000s and became a frequent guest at seminars in the Grand Strategy program, which was founded in 2000 by Kennedy, John Lewis Gaddis and Charles Hill. The program, designed to develop students’ capacity for strategic thinking, featured several of Kissinger’s readings on the syllabus and scheduled visits to meet with Kissinger at the Yale Club in New York.

In 2011, Kissinger donated his collection of approximately one million personal papers to Yale. The Kissinger Papers remain accessible to the public through the University’s digital collection.

“Kissinger’s gift of his papers to Yale is a priceless legacy,” Richard Levin, who served as Yale’s president from 1993 to 2013 wrote to the News. “For historians of diplomacy and specialists in international relations, its value is beyond measure.”

The collection was the basis for establishing the Johnson Center for the Study of American Diplomacy at Yale’s Jackson Institute, which, according to its website, “encourages research and teaching on United States foreign policy by drawing on the Kissinger papers as well as other important Yale library collections in this field.”

The center brings figures in global affairs to campus as Kissinger Senior Fellows and hosts

SEE **KISSINGER** PAGE 5

CROSS CAMPUS

THIS DAY IN YALE HISTORY, 1969. Abbie Hoffman, “Yippee Leader” and a member of the Chicago Seven, delivers a speech at the Law School about the Chicago Conspiracy trial and the “decay of the American Empire.”

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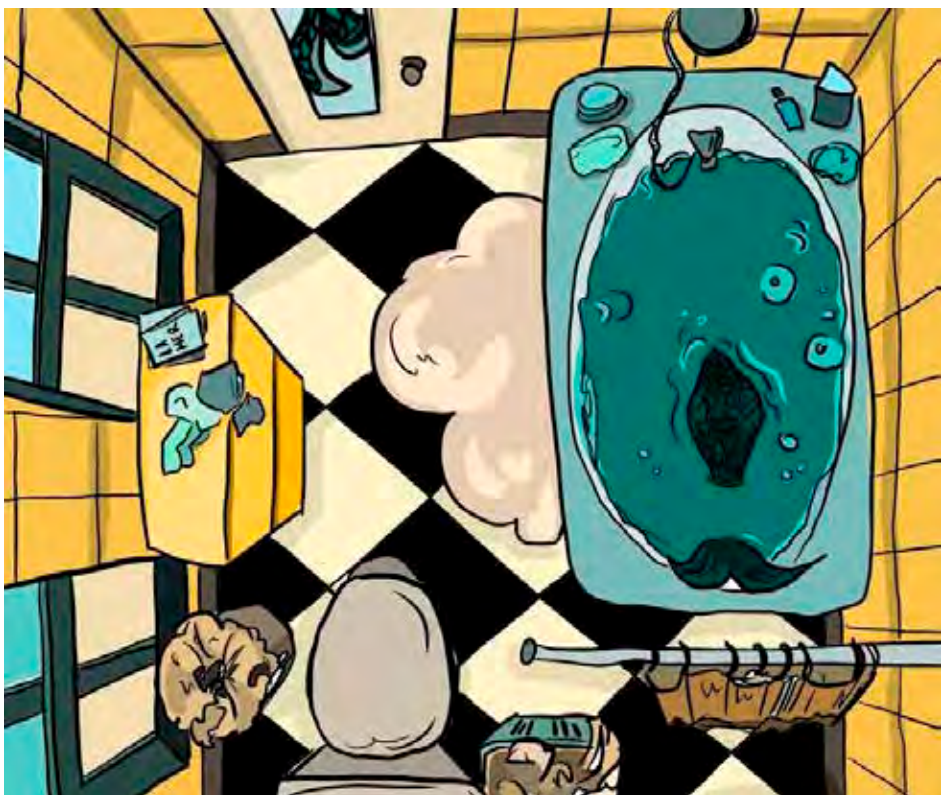
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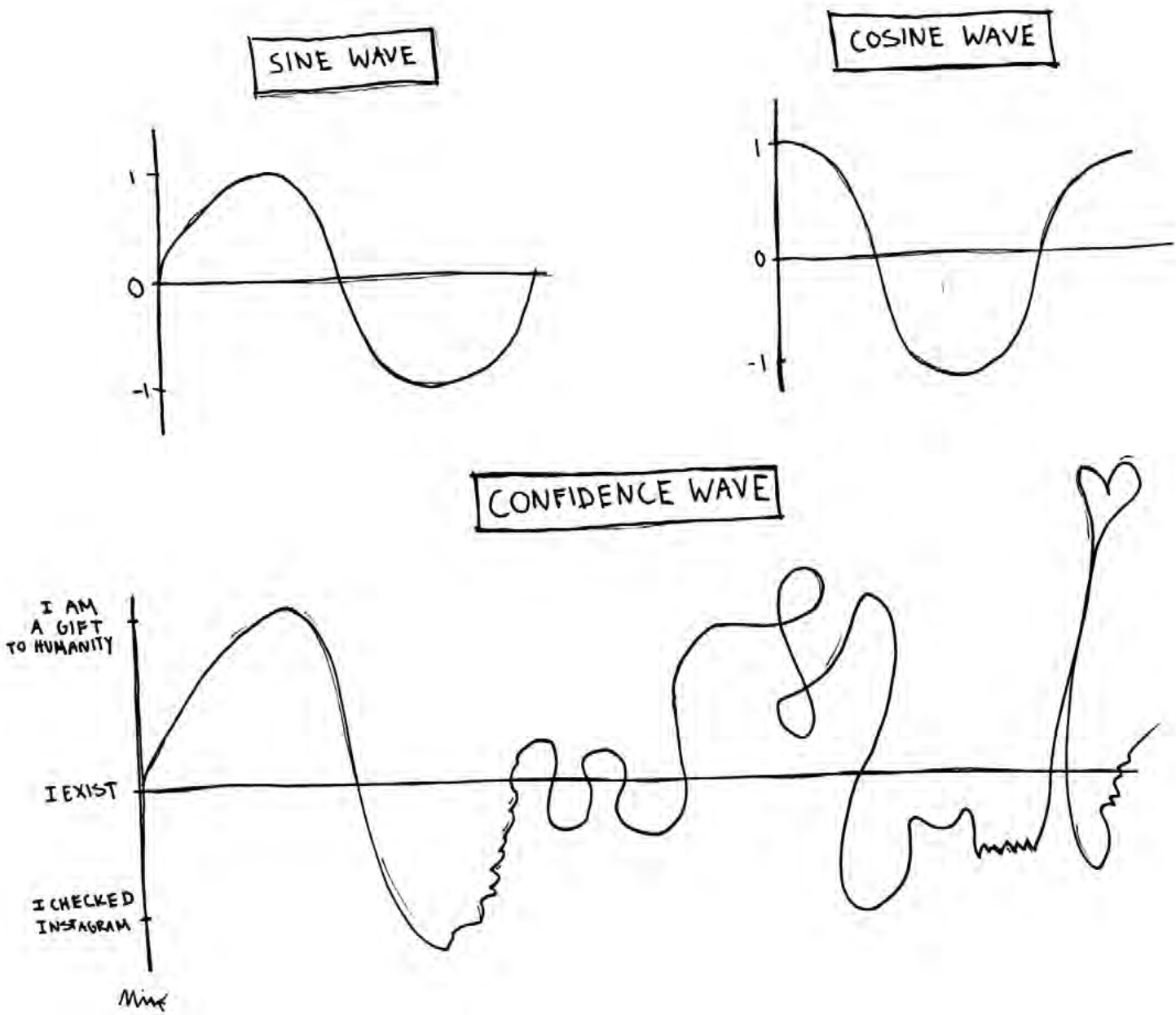
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OPINION

GUEST COLUMNIST
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Kissinger’s complicated legacy

When I was 17 years old, I went to see philosopher Bernard Henri Lévy discuss his upcoming film on human rights abuses. Before the presentation began, I snuck backstage and spoke with him. A couple of minutes in, Henry Kissinger came in to talk with Lévy. “When else am I going to talk to the guy who reopened relations with China?” I thought.

I crept towards him, introduced myself and said that I wanted to be a diplomat when I grew up. He took a couple of seconds, then shouted: “WHAT?” After repeating myself a couple of times, he looked at me like he was trying to collect his thoughts, only to answer with “good.” Then he waddled towards the stage.

He was 98 then and still actively involved in U.S. foreign policy. Less than a month ago, Kissinger was advising Secretary of State Antony Blinken. In November, he was invited by Xi Jinping to discuss the future of U.S.-China relations — and send a subtle message of détente to Washington amid rising tensions. More than 50 years after his departure from government — and now from this mortal plane — he’s still shaping global affairs.

Kissinger died last Wednesday. While reading about him, I recalled a quote from Anthony Bourdain’s “A Cook’s Tour”: “Once you’ve been to Cambodia, you’ll never stop wanting to beat Henry Kissinger to death with your bare hands.”

HENRY KISSINGER WAS FAR FROM A SAINT AND FARTHER STILL FROM A GOOD MAN, BUT WE SHOULD NOT EVALUATE HIS ACTIONS OUTSIDE THEIR HISTORICAL CONTEXT.

In 1969, Kissinger advised Richard Nixon to bomb Cambodia and Laos to destroy North Vietnam’s supply lines. Instead, the bombings killed 150,000, destabilized Cambodia and led to the rise of the Khmer Rouge, who killed millions — and we lost in Vietnam anyways. Look at a globe and you can see the impact of Kissinger’s diplomacy

in blood. Argentina, Chile and Indonesia are a few examples.

By any sane definition of the label, Kissinger was a war criminal. In international relations, there are often no good choices on the table; diplomats are forced to make tough choices and pick the least bad one. The Dayton Accords, which ended the Bosnian war, are a classic example of this. From 1992 to 1995, a complex conflict erupted between ethnic Croats, Serbs and Bosniaks, with atrocities committed by both sides. Richard Holdbrooke, U.S. peace negotiator for Bosnia, was able to put an end to a bloody conflict. But in order to cut a deal, he had to reward Republika Srpska — the Serbian majority state in Bosnia — with territory.

This is not to say that Kissinger’s actions were the least bad ones; the New York Times obituary paints him as a man who all too often viewed populations as chess pawns in some grand game. But in the fog of the Cold War, when the U.S. was scrambling to counterbalance an increasingly assertive and well-armed Soviet Union, he saw his actions as necessary to sustain Pax Americana.

National security is a tricky and dirty game, and everyone who plays it soils their hands to some extent. But a fair assessment of a leader’s actions must involve consideration of their alternatives. Biden’s withdrawal from Afghanistan was harshly criticized in mainstream media at the time, but the alternative option — stay and send more troops to fight a war that we could not win — was given little attention. Kissinger’s choices were often Machiavellian and sometimes reprehensible, but imagine the world without them. Would America have opened diplomatic relations with China, our primary geopolitical rival? How stable would the world order be? Would we have overcome the Cold War?

Henry Kissinger was far from a saint and farther still from a good man, but we should not evaluate his actions outside their historical context. From normalizing relations with Beijing, ushering in a new era of back-channel diplomacy and propping up dictators in Latin America, he was the most influential — for good and ill — American diplomat of the 20th century. We cannot escape his legacy, but we will never see the likes of him again. Thank God.

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The real value of an “A”

They say that the only ‘A’ that matters is the one between the ‘Y’ and the ‘L.’ And according to a recent faculty report, there are quite a few in there.

The data, going back to the 2010–11 academic year, show a rise in the share of A’s and A–’s given out at Yale College from 67 percent to 79 percent in 2022–23; the share of A’s only rising from 40 percent to 58 percent; and the average GPA rising from 3.6 to 3.7. This throws cold water on the idea that the high share of A’s simply indicates that Yale students are smart and talented and hard-working: any change in the composition of the student body is far too small to explain the observed rise in average marks over the last decade. The report also contains the share of A’s and A–’s disaggregated by subject, ranging from 52 percent in Economics to 92 percent in History of Science and History of Medicine courses.

TO UNDERSTAND WHY GRADE INFLATION HAPPENS, CONSIDER A FOURTH FUNCTION OF GRADES: AS A STATUS SYMBOL OR SOCIAL IDENTITY MARKER.

There are a couple of conclusions one can draw from these figures. As an econ bro, I now have a numerical justification for my inflated ego; as a Directed Studies (80 percent A–’s

or higher) alumnus, I am even more certain of the god-awful quality of my fall semester literature essays. More seriously, the numbers confirm what everyone already knows. Yale, like other elite colleges, is in the grips of a nasty bout of grade inflation.

At this point, it’s helpful to step back and consider: what is the purpose of college grades? I posed this question to Maya Jasanoff, a history professor at Harvard who is, conveniently, my aunt. She replied: “diagnostic and pedagogical.”

Professor Jasanoff thinks of grades as having three purposes. Grades can function as a signal for employers and graduate school admissions officers. They can function as a pedagogical tool, showing students where they are doing well and where they need to improve. They can serve as a disciplinary measure by providing students with an incentive to do their coursework. To her, the second function is the most important.

Over the phone, she told me that “really what we should be doing is providing qualitative feedback to help students learn and grades are — or should be — a shorthand for this.” Ideally, these functions would be separated from the rest.

To understand why grade inflation happens, consider a fourth function of grades: as a status symbol or social identity marker. If you’re a student at Harvard or Yale or some other elite college, you were probably a good student in high school. If you’re anything like me, that entails a confidence in your own intellectual and academic abilities, bound up with an insecurity that you might not be smart enough to make the cut. When you opened your admission letter, you felt like all those hours spent studying had paid off and that your status as a smart person had been confirmed. Even if every Yale student was in the

top decile of academic ability in high school, only 10 percent can be in the top decile at Yale. But when you’ve tied a great deal of your identity to being a top student, that can be psychologically difficult to accept. This creates an additional incentive for students to press instructors to award higher grades, while teaching evaluations and a desire to keep course enrollments up can incentivize professors and teaching fellows to accede to do so.

If we accept that grading as a signaling or disciplinary mechanism should be separated from qualitative feedback, then how should we go about that? One suggestion is to give students two sets of grades: an inflated one for their transcript, and one that reflects the true quality of their work. Part of the reason grade inflation is a problem is that the highest possible grade is an A; if people could earn A+’s or A++’s, then GPAs wouldn’t cluster around the top of the distribution. Uncapping grades is of course a somewhat fanciful suggestion, but bringing back class ranks would have a similar effect: accurately showing students where they are in relation to their peers.

All these options come with tradeoffs and deserve a nuanced debate. But until some reform scheme is settled on, Ivy League schools must embrace transparency. Before professor Ray Fair, authorized by Yale College Dean Pericles Lewis, sent the faculty report to the News, Yale had not published this sort of data in over ten years. If the University published it regularly, then students, employers, and graduate schools could decide the real value of that ‘A’ for themselves.

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The case for final exams

As the end of December rolls around and the task of finding an empty room in the Humanities Quadrangle gets progressively more fraught, the binary between STEM and Humanities students is replaced by another dichotomy — between friends with final papers and those with final exams.

As someone whose final season has often been split between these two modes, I’ve been grateful for the respite this gives me. Instead of having to write 10 pages a day during reading week like many history majors I know, or studying for three physics exams at the same time, I’ve been lucky to toggle between studying and writing. And even so, as I look back upon my Yale education as a senior, I wish that more of my classes had final exams.

As a Humanities major, a little more than half my classes relied only on final term papers to comprehensively test my learning throughout the semester. This is ostensibly because humanities classes are less about “what” you know than how you’ve come to know it. They’re more about learning to think than about equipping you with a set of facts to think about. To those pedagogical arguments, I say “you are not worth the dust the rude wind blows in your face.”

That’s a joke. It is also a line from King Lear. I am confident that most English majors who have taken a Shakespeare class would still be unable to identify it.

As someone whose school operated under a curriculum wherein every class had a final exam — the International General Certificate of Secondary Education and the International Baccalaureate — I can personally corroborate the research that revising for a final exam is an invaluable tool for long-term retrieval. I can still quote lines from Elizabeth Bishop’s “One Art.” I can still speak intelligently about the role of the HMS Dreadnought in the Anglo-German naval arms race.

During my first year of college, I took a class on “Tragedy in European Literature.” I probably can’t name half the authors on that syllabus. That is allegedly no cause for concern; I am supposed to be satisfied with the paltry consolation that the class made me a “better thinker,” that it sharpened my tools of critical analysis. What use are tools if you have

nothing to build with them? It is far more rewarding to remember the sweep of a literary tradition than to vaguely recall that my final paper had something to do with heroism, decolonization and flies.

To say you have read “The Brothers Karamazov” but forget Smerdyakov is a travesty. To say you have studied modern philosophy yet remain unable to articulate Leibniz’s Principle of Sufficient Reason two months after the class ends is an unmitigated disaster.

When I advocate for all Humanities classes to have final exams, I do not mean these should replace final papers — or even that they should be more important than them. As college students, our academic mettle should be tested more by the quality of our original scholarship than the length of our TA-pandering regurgitations. Even so, having a basic comprehension exam at the end of the semester, one that simply requires students to revisit major readings or major passages from the semester and answer short questions about them will only buttress these analytical skills with fodder for the memory. There’s a reason that Directed Studies has both final exams and final papers.

To the critics who say that exams will only add to a Yale student’s untenable workload, I suggest the following: make these exams elementary in difficulty and make them account for less than 20 percent of the grade. Design them such that failing the exam does not mean failing the class. Rather, it would only preclude one from getting a top grade. Ask questions as simple as “Discuss how any three of the authors we have read this semester offer differing accounts of the mundane and prosaic,” or even “Where did the Indian revolution of 1857 begin, and how did it spread?” Lavish students with generous partial credit. I am not asking for final exams that burden and encumber, but ones that remind students just how much they have read and learned.

Let this logic be extended to weekly quizzes too. Too many students are comfortable sauntering into class without having so much as glanced at the reading, with the confidence that their “piggybacks rides,” their attempts to “complicate and problematize” and their insistence that the first page of the introduction was “interesting” will earn them a participation


grade. Begin each seminar with a 10 minute quiz, asking only three basic questions about the reading’s broadest, most obvious arguments. Which temple does Ray take as the subject of his ecocritical analysis in “Ether?” Or “Which country’s oil production does Luka single out for its rapid increase in the past 25 years?” Use multiple choice questions, but create an incentive structure for students to have some passing familiarity with the reading material nonetheless.

WHEN I ADVOCATE FOR ALL HUMANITIES CLASSES TO HAVE FINAL EXAMS, I DO NOT MEAN THESE SHOULD REPLACE FINAL PAPERS.

To those who claim I am trying to turn Yale into Oxbridge, you have just given me another idea. Yalies should have comprehensive exams during their senior year. Not as measures of distinction but as measures of basic proficiency in their chosen major. But given that my interest in going to Myrtle Beach my senior spring will probably exceed my interest in revising organic chemistry from first-year, I am willing to relax that requirement.

In the rest of my propositions, though, I remain steadfast. To the obdurate skeptic, I say “Sweet are the uses of adversity which, like the toad, ugly and venomous, wears yet a precious jewel in his head.” That is poetry. It is also a line from “As You Like It.” We would all do well to remember that. Exams will help in that endeavor.

PRADZ SAPRE is a senior in Benjamin Franklin College. His fortnightly column “Growing pains” encapsulates the difficulties of a metaphorical “growing up” within the course of a lifetime at Yale. He can be reached at pradz.sapre@yale.edu.



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FROM THE FRONT

“When the night keeps you from sleeping, just look and you will see, that I will be your remedy.”

ADELE, ENGLISH SINGER-SONGWRITER

Administrator allows student to take down banner naming Palestinians killed

BANNER FROM PAGE 1

killed, reporting in November that officials in the Hamas-controlled region have only been able to sporadically update the count since Nov. 11 and fear thousands more might be dead under the rubble.

The AP also reported that the death toll in Gaza is probably higher, as officials in the Hamas-controlled region have infrequently updated the count since Nov. 11 and fear that thousands more are dead.

The Friday demonstration also followed the end of a seven-day pause in fighting, which began on Nov. 24 and was initiated to allow for the release of some of the hostages taken in Hamas’ terror attack and to deliver humanitarian aid to Gaza, according to the Associated Press. That ceasefire

ended in the early hours of Dec. 1, as Israel resumed combat in Gaza after claiming that Hamas had violated the ceasefire’s terms by firing toward Israeli territory.

After students put up the banner, according to student organizers, they made an agreement with the Yale Police Department for officers to take the banner down at their discretion later in the day. Following the demonstration, the officers present said that the banner could not remain up indefinitely and that officers would return the banner to the organizers.

In the video of the student speaking with Montalvo, the student asked Montalvo if there was anything that prohibited him from taking down the poster given that Woodbridge is not an “active building.”

In response, Montalvo initially referred the student to the Yale College Undergraduate Regulations.

“I don’t think that we encourage students to take down other student’s posters,” Montalvo said in the video. “Usually what happens is we would prefer students to put up their own posters as opposed to taking down.”

Later in the video, the student confirms with Montalvo that she told him that Woodbridge Hall is an “active building.”

While the News could not find any mention of “active building” in the undergraduate regulations, the Yale College Undergraduate Regulations, in Section I, outlines that students are prohibited from blocking or obstructing doorways, for fire safety and other operational reasons, and from

hanging posters or similar items on undesignated spaces including exterior walls and doors. Instead, according to the regulations, posters should be confined to bulletin boards, kiosks, display cases and other “spaces that Yale College has specifically designated for posting.”

At the end of the conversation with the student, Montalvo said it would be “fine” if the student were to remove the poster.

Per the policy, only authorized staff members may remove posters from bulletin boards and other designated spaces. The policy also states that posters will be removed once per week and that posters that are “improperly placed” such as on interior or exterior walls “will be subject to immediate removal.”

The policy also states that the “removal, defacing, destroying or posting over of existing posters is prohibited” but does not specify if this is only for posters in “designated spaces” or all posters.

Yale police Lieutenant Jay Jones told the News on Friday morning, after students first put up the banner, that officers would allow the banner to remain as long as it did not block entry and exit to the building — which he said would be a fire hazard.

Woodbridge Hall is located at 105 Wall St.

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Salovey updates response to hypothetical question from House antisemitism hearing

SALOVEY FROM PAGE 1

Will Creely, legal director at the Foundation for Individual Rights and Expression, told The New York Times that all three presidents at the hearing were “legally correct” for saying the situation Stefanik suggested would be dependent upon context.

He also told the Times that it was frustrating “to see them discover free speech scruples while under fire at a congressional hearing.”

When the News spoke to Salovey on Wednesday, one day

after the hearing, Salovey recommended that “everyone” — “especially Yale College students” — read Yale’s conduct policies to determine where the line falls between a “speech act” and harassment, intimidation, menacing and stalking.” Salovey said that was all he could say at the time and that he planned to watch the full hearing.

“One thing that I can say off the bat is if a student went into the Slifka Center shouting genocide, I would call the police,” Salovey said

on Wednesday. “If a student with an anti-Palestinian sign went up to a student who they believed was Palestinian and was in their face with that sign and harassing them, I would call the police.”

In a video statement shared by Penn on Tuesday after the hearing, Magill expanded on her initial response and said that calls for the genocide of Jewish people would constitute “harrasment or intimidation” and announced that Penn would begin “a serious and careful look” at its poli-

cies. Gay also issued a Wednesday statement in which she condemned calls for violence against Jewish students, per a statement posted by Harvard on X, formerly known as Twitter.

Salovey broke from the other three presidents with his updated statement by suggesting that public statements, not just statements targeted at individuals, would violate Yale’s policies.

Salovey added that while Ivy League presidents only coordinate on making athletic policies

guiding Ivy League sports, they “do share observations.”

“The Ivy League presidents have always met on a somewhat regular basis,” he said. “Ideally, presidents are talking about the way their campuses have responded to the Hamas-Israel or to the Hamas atrocities on October 7.”

The current House Committee on Education and the Workforce was established on Jan. 9, 2023.

Contact

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In a Thursday statement to the News, Yale President Peter Salovey updated his response to a question asked to three peer presidents during the Tuesday Congressional hearing on campus antisemitism. / Yale Daily News

FROM THE FRONT

“I know I’m not the only one who regrets the things they’ve done. Sometimes I just feel it’s only me who never became who they thought they’d be.”

ADELE, ENGLISH SINGER-SONGWRITER

Salovey promises MENA space and announces permanent security at Slifka

MENA-SLIFKA FROM PAGE 1

us to do, but we want to make sure that we are taking significant actions that will allow everyone to either learn here or work here in an environment that’s free from prejudice and discrimination.”

The actions come as college and university administrators across the country have come under fire from alumni, faculty and students for their handling of incidents that have unfolded on campus since Hamas’ Oct 7 attack. Since the attack, higher education has seen a rise in reported cases of both Islamophobia and antisemitism. Claudine Gay, Liz Magill ’88 and Sally Kornbluth — the presidents of Harvard, the University of Pennsylvania and the Massachusetts Institute of Technology, respectively — testified before the House Committee on Education and the Workforce on Tuesday in a hearing titled “Holding Campus Leaders Accountable and Confronting Antisemitism.” All three presidents have since come under scrutiny from politicians, business leaders and donors for evading questions during the hearing about disciplinary measures students might face if they were to call for the genocide of the Jewish people.

At Yale, more than 1,500 alumni, faculty and parents have signed a Nov. 20 letter urging the administration to combat antisemitism on campus. Palestinian and Muslim students have also voiced concerns about their safety following the recent shooting of three Palestinian students in Vermont. Concerns also grew when, in October, anti-Palestinian messages — including “Death to Palestine” — were written on a whiteboard in Grace Hopper College; shortly thereafter, the Hopper Head of College sent an email to students that did not explicitly refer to the whiteboard messages but described Yale as a place in which “academic freedom and the expression of views and dissent are rightly protected.”

Salovey also said in his Thursday email that the two committees will work together but that he does not yet know what their collaboration will entail. According to the announcement, the University will increase educational programming on both antisemitism and Islamophobia. Heightened security at the Joseph Slifka Center for Jewish Life at Yale, which began as part of a 2022 pilot program, will now be permanent. He added that the Yale Police Department

will continue to work with the New Haven Police Department and the Connecticut Intelligence Agency to ensure campus safety.

Salovey told the News that the University will ensure Slifka Center will also no longer have to use its own resources to provide kosher dining options. His statement reads that Yale will “provide significant additional funding” for this effort.

Among the actions announced is a promise to hire a second Muslim chaplain and secure space on campus for MENA students. Yale College currently has four distinct cultural centers: the Native American Cultural Center, La Casa Cultural, the Afro-American Cultural Center and the Asian American Cultural Center. Along with other student groups, the Yale College Council has lobbied for a distinct cultural center and peer liaison program for MENA students since at least 2018.

In the spring of 2022, the Asian American Cultural Center set aside a room for use by MENA students, marking a step forward for students’ demands for greater recognition on campus. This year, three students became Yale’s first peer liaisons specifically for

MENA students, a program facilitated by the AACC.

“MENA students will get more plentiful and fully dedicated space, but Dean Lewis has not yet identified its location,” Salovey wrote to the News. “He is working on that now.”

Goff-Crews told the News that she looks forward to “convening” the two standing committees that will build upon “already established” work at the University meant to foster a space of acknowledgment, respect and belonging among students.

Per Salovey’s announcement, the advisory committee on Jewish student life will “implement and amplify” the work of the Yale Antisemitism Campus Climate group — a 2022 partnership between the Slifka Center and the Hillel International Group’s Campus Climate Initiative. The group submitted its report with their findings and recommendations last week. His announcement adds that the standing committee on MENA and Muslim student life will similarly “formalize and expand” Yale’s existing advisory group for these communities.

“These have been very difficult weeks for many members of our community, particularly those personally impacted, and the work we will need to do going forward will not be easy,”

Goff-Crews wrote to the News. “I have great faith in the intellect and good will of our students and other members of our community, and I believe the work President Salovey has announced and that many people at Yale will be engaged in will help us move forward together.”

Interim University Chaplain Maytal Saltiel wrote to the News that the committees on Jewish and MENA and Muslim student life will help support the work of the Chaplain’s Office and University leaders in identifying the needs of Yale’s communities “in times of crisis and beyond.”

Saltiel added that the Chaplain’s Office is available to support any member of the Yale community as the University moves forward on the announced actions.

“There is a lot of pain, fear, and heartbreak in our community and around the world right now,” Saltiel wrote. “I pray that we can take care of ourselves and each other in these difficult moments, lean into our shared humanity and lead from a place of kindness and love.”

The Belonging at Yale initiative was established in 2019.

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A Thursday morning email to the Yale community by University President Peter Salovey outlined a series of actions that Yale will take to address antisemitism and Islamophobia on campus./ Courtesy of Maytal Saltiel

‘Henry’s inner circle’: At Yale, Kissinger sought out a next generation of strategists

KISSINGER FROM PAGE 1

Kissinger Visiting Scholars who research and write about the history of American diplomacy.

Additionally, the Johnson Center hosted Kissinger at Yale for an annual conference, which convened renowned academics and practitioners to discuss critical issues in international affairs.

“The idea was to try and maintain his connection to the campus and keep him in touch with students,” Ted Wittenstein ’04, the director of the Johnson Center, said.

Kissinger and Yale made national headlines in September of 2021, when Beverly Gage, a professor of history and American Studies as well as the then-director of the Grand Strategy program, resigned. Gage cited donor pressure to influence the curriculum and create an advisory board — including Kissinger.

Nicholas F. Brady, one of the program’s donors, complained to the Yale administration that under Gage, the program was not “what it was” and not taught “the way Henry Kissinger would,” the New York Times reported.

Through conversations with Kissinger’s former coworkers, friends and students, as well as Yale faculty members and alumni, the News traced the origins of Kissinger’s relationship with the University and the legacy he leaves behind at Yale.

Arrival at Yale

The story of Kissinger and Yale begins with Charles Hill.

Hill, who passed away in 2021, joined the foreign service in 1961 and served as a speechwriter and senior advisor to Kissinger starting in 1974. Hill quit the foreign service in 1989 and began teaching at Yale in 1992. But even then, Hill maintained a close relationship with Kissinger, who continued relying on Hill to write all his memos. Kissinger and Hill spoke to him on the phone once or twice a week, according to Paul Kennedy — whose office was next door to Hill’s.

“I remember Henry and Charlie ‘activating’ each other incessantly,” Norma Thompson, a Yale professor and Hill’s wife, wrote. “There was always a new foreign policy project, another intractable political problem that needed addressing.”

Beyond Hill, Kissinger had always admired certain professors in Yale’s

history department — namely Donald Kagan, a renowned historian of Ancient Greece, and Jonathan Spence, who specialized in Chinese history. Through Hill, Kissinger became closer to Yale and to many professors at the University.

“At this stage of his life, Henry was interested in having a network of intellectuals,” Kennedy said, recounting dinner parties that Kissinger liked to host at his homes in Manhattan and in Kent, Connecticut. “He liked to think that he could spot the rising stars in fields like politics and diplomacy and bring them into ‘Henry’s inner circle.’”

During Kissinger’s second visit to Yale, he specifically asked to speak with Spence, and Kennedy recalled seeing the two huddled together in the living room of Berkeley College’s Swensen House as Kissinger peppered him with questions about the state of U.S.-China relations.

Kissinger began to grow comfortable with Yale at a time when his relationship with Harvard, his alma mater, was growing tense. Kissinger was a Harvard professor until President Richard Nixon tapped him in 1968 to serve as national security advisor. On leave from campus, Kissinger began to feel isolated from

former colleagues who criticized his policies on the Vietnam War, Graham Allison — who was the dean of the Harvard Kennedy School from 1977 to 1989 — told the News.

When a group of his closest colleagues — Thomas Schelling, Stanley Hoffman, Richard Neustadt and Ernest May — traveled to Washington, D.C. in 1969 to march in an anti-war protest, Kissinger became deeply upset. As the war continued, “estrangement morphed into divorce,” Allison said.

Allison feels that after Kissinger should have been offered a professorship at Harvard after ending his service as secretary of state in 1977. But “given views on campus,” Allison said, “that was not a real option.”

“Henry loved Harvard,” Allison wrote to the News. “Given what he saw as rejection by the University that had been formative in his life and career, he accepted - and appreciated - when Hill, Paul, Gaddis and others offered a welcoming alternative.” That alternative? Yale.

Jeremi Suri GRD ’01, a professor of global affairs at the University of Texas, added that Kissinger felt welcomed at Yale — but not necessarily because the University professors shared his views.

Suri, who studied under Gaddis and Kennedy while earning his doctorate in history, noted that Kennedy — whom he regards as a more left-leaning historian — “has a very different perspective from Kissinger.”

“This is very much a story about Kissinger becoming comfortable with people but not because they agreed with him necessarily,” he said. “Kissinger felt they at least respected his work in a way that Harvard never did.”

Suri is also the author of “Henry Kissinger and the American Century,” a 2007 book detailing Kissinger’s career and policy directives.

Kissinger’s first interaction with Grand Strategy students came in the fall of 2003, when 30 of the program’s students took the train to New York City to meet with Kissinger at the Yale Club. Hesitant about appearing on campus, Kissinger...

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SPORTS

“Take your eyes off me so I can leave.”
ADELE ENGLISH SINGER-SONGWRITER

‘Country club’ sports and ‘pay-to-play’ pipelines: Does athletic recruitment favor certain athletes?

BY MOLLY REINMANN
STAFF REPORTER

Through a survey of Yale athletes and an analysis of team rosters, the News found that a disproportionate number of student-athletes are white and went to private high schools compared to Yale College’s overall population.

The difference was particularly stark for certain sports teams, including squash and crew.

“People get the misimpression that athletics is a diverse thing, or that it is often a way for people from lower income backgrounds to have an opportunity to get a college education,” said Rick Eckstein, a sociology professor at Villanova University who focuses on the commercialization of youth sports. “But we’re not seeing that on the ground, especially on ‘country club’ sports teams like squash or sailing or crew.”

According to an analysis by the News, approximately 770 Yale College students are on varsity sports teams. The News sent a survey to all student-athletes and found that more than 85 percent of the 86 respondents were recruited athletes. The group of respondents spans 29 of Yale’s 35 varsity sports teams.

Dean of Undergraduate Admissions and Financial Aid Jeremiah Quinlan told the News that, over the past five years, between 180 and 210 successful first-year applicants were “supported by a varsity coach” each year. Quinlan added that the number of supported students that Yale admits each year is lower than what the Ivy League allows and that Yale’s admitted student-athletes have a higher academic profile than the League-established standards.

In the Ivy League, athletic recruits generally must have grades and SAT scores proximate to those of admitted students overall. Coaches and admissions committees may recruit student-athletes who do not meet these standards, but only for exceptional athletes — and any exception must be balanced by admitting a recruit whose academic performance exceeds the standards, Inside Higher Ed reported in 2019.

“I am proud that in the ten years since I became Dean of Admissions Yale’s student body has become significantly more racially, ethnically and socio-economically diverse,” Quinlan wrote in an email to the News. “At the same time, our varsity teams have been more competitive and successful than ever, winning Ivy League and national titles in a wide range of sports. I believe a student body that is diverse along multiple dimensions ... contributes to better learning for students. Our student athletes contribute to all of these dimensions of diversity, and more.”

Comparing recruited athlete demographics with Yale College

In 2022, 65 percent of first-year matriculants at Yale College graduated from public high schools, while 35 percent graduated from independent schools, according to the Yale University Fact Sheet for the 2022–23 academic year. By contrast, a survey administered by the News found that 57 percent of athletes went to public schools and 43 percent went to independent schools.

Of the athletes who responded to the survey, more than 55 percent identified as white, compared to less than 33 percent in Yale College overall, according to 2023 data from the Office of Institutional Research.

Through analysis of sports team rosters, the News was also able to determine demographics specifically among “country club” sports, as Eckstein described them.

Country club sports in the United States are expensive and exclusive to play — and often draw overwhelmingly white, wealthy and private school athletes, per Eckstein. They include sports like men’s and women’s squash and fencing, as well as women’s rowing, men’s heavyweight crew, men’s lightweight crew and sailing.

While Eckstein referred to country club sports as a phenom-

enon in the United States, the News’ analysis of all varsity Yale College athletes found that of the 221 students on so-called country club sports teams, at least 68 were international.

Eckstein emphasized that he is not an expert in youth sports models in other countries, adding that all countries are very different from both the U.S. and from one another. He said that he does not know about the elite status of “country club” sports outside of the U.S.

In addition to being less accessible to play in the United States, these sports are rare on the collegiate varsity level. Thirty-seven colleges have varsity squash teams, 156 colleges have varsity women’s rowing teams, 84 colleges offer men’s varsity rowing programs, 45 colleges have varsity fencing teams and 33 colleges have varsity sailing teams.

By comparison, there are 858 collegiate football teams.

According to the News’ analysis, at least 141 out of 221 athletes on the teams that Eckstein listed — men’s and women’s squash and fencing, as well as women’s rowing, men’s heavyweight crew, men’s lightweight crew and sailing — came from private schools, or roughly 64 percent. By contrast, about 31 percent came from public high schools. The News could not confirm the high school status of the remaining 11 athletes.

Eighty-five percent of athletes on the women’s squash team graduated from private schools; of the private school graduates, the average tuition of their high school was \$52,158.

At least 86 percent of men’s squash players come from private schools, with the schools’ tuitions averaging to \$59,753.

At least 71 percent of athletes on the men’s heavyweight crew team went to private high schools.

Expensive and “overwhelmingly white” rowing clubs

According to Thomas Allen ’25, a recruited coxswain on the men’s heavyweight crew team, white and wealthy overrepresentation in rowing is a result of the sport often being both financially and culturally inaccessible.

Out of 50 recruited athletes on the heavyweight crew team, three are athletes of color, as confirmed separately by two members of the team.

In high school, Allen rowed with a private rowing club based in his hometown of Marin, California. Membership on the club’s junior competitive team — the team open to high school students — costs \$5,000 per year for students not receiving scholarships, according to the club’s website.

Allen described his high school rowing experience as “overwhelmingly white.” Outside of his rowing club, he said it was very uncommon for students to know anything about rowing. Allen himself learned about the sport from his older sister, who began rowing when he was in middle school.

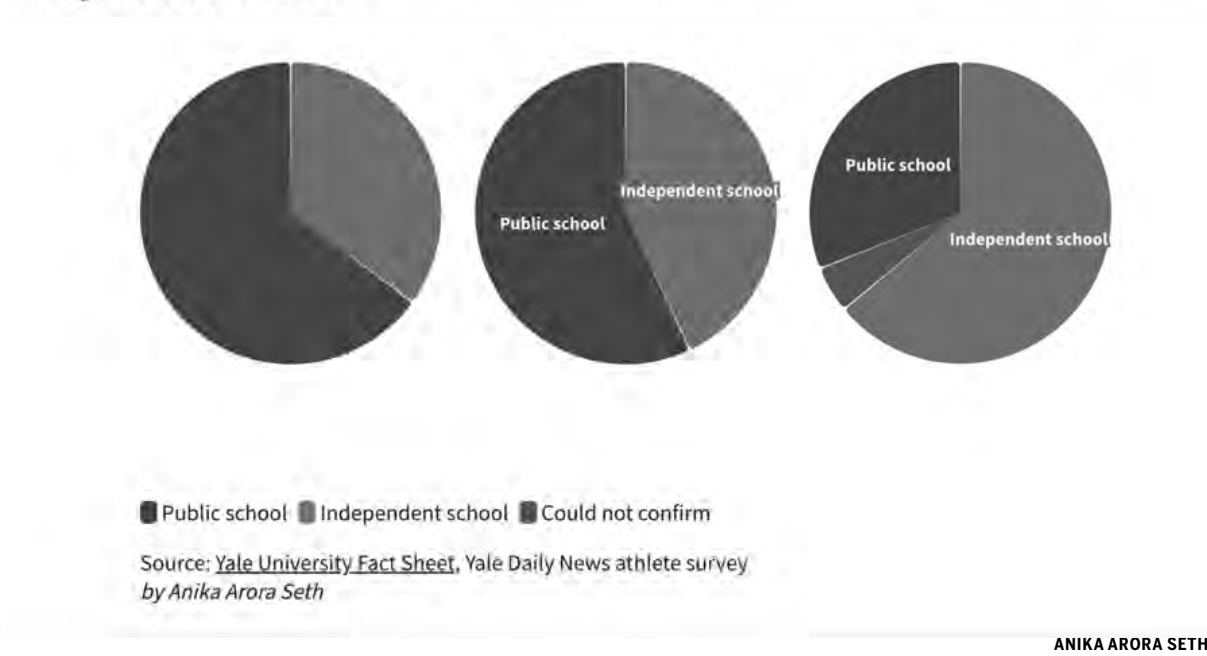
“A lot of people had parents who had rowed or had been involved with the sport on a college level,” Allen said. “I mean, I can literally count on one hand kids who were not white. Every day, I would show up to practice and there would be multiple Teslas and G-Wagons in the parking lot.”

This dynamic was not reflective of his overall community, Allen said. He pointed to another high school rowing club near where he grew up in Oakland, California.

While the club is located in Oakland, which is home to many underserved communities and has a median household income of \$85,628, Allen said that the club had few rowers who actually lived in Oakland. Rather, it drew almost exclusively from surrounding wealthy suburbs, such as Piedmont, which has a median household income of more than \$250,000.

Unlike some other sports, Allen said that equipment costs are not particularly high for rowers, since equipment costs tend to be covered through club membership. To train on their own time, however, Allen said that some athletes purchase rowing

Public school vs. independent school graduates, segmented by athletic status



A News survey and analysis of the backgrounds of Yale’s recruited athlete population found an overrepresentation of white and private-school students relative to the overall Yale College population.

machines for their homes, which tend to cost around \$900.

“With rowing, the barrier is both cost-based and cultural,” Allen said. “You don’t have to pay for the equipment; my team readily gave out scholarships. But it’s more a matter of it being inaccessible because the communities in which good rowing clubs exist are all incredibly affluent and homogenous. It’s geographical and cultural. Most people just don’t even know the sport exists.”

He added that it is difficult to get recruited to row in college from smaller, less expensive clubs.

Allen said that in the spring, it was common for a college coach to be present at his high school club’s practices multiple times per week.

Every year, around five seniors from Allen’s rowing club would get recruited to top college teams. His senior year, two of his teammates were recruited to Columbia, one was recruited to Harvard and one was recruited to Princeton.

In the seven years before he graduated, the coxswains from his club were recruited to Yale, Brown, Princeton, Cornell, the U.S. Naval Academy and Northeastern University, Allen said.

The pay-to-play pipeline

According to Eckstein, recruited athletes are a relatively homogenous population even beyond “country club” sports teams, due to a phenomenon known as “pay to play,” where students who participate in club or travel teams, which often come at high prices, gain advantages in the college recruiting process.

These advantages often come through “showcase” events where private club teams compete with one another, attracting college coaches from top teams.

“The whole college recruitment system is rooted in these showcase tournaments and showcase regattas and showcase meets that are all tied to private club teams,” Eckstein said. “So if you want to get into these forums where college coaches are doing their recruitment, you’ve got to sign up with a club team or a travel team almost regardless of the sport. By focusing on these athletes, because it’s not a representative population, you’re more likely to get wealthier people.”

This pay-to-play process is likely responsible for the nearly 10-percent discrepancy the News found between public and private school student-athletes compared to the overall student body, Eckstein said.

It also contributes to deficits in other forms of diversity, such as geographic diversity, according to Eckstein.

He pointed to lacrosse, which he said is “pretty much unheard of” in urban and rural areas and is also rare in the Midwest.

According to the News’ roster analysis, 67 percent of athletes on the women’s lacrosse team and 64 percent of athletes on the men’s lacrosse team are from the Northeast. According to the University fact sheets for the classes of 2027, 2026, 2025 and 2024, between 29 and 31 percent of students in each Yale class are from the Northeast.

“By insisting on linking college recruitment to the pay to play pipelines, you’re all of a sudden weeding out huge swathes of the population who either can’t afford it or who can’t attend these tournaments that are sometimes thousands of miles away,” Eckstein told the News. “As long as that’s where the coaches are recruiting and the colleges are recruiting, those pipelines are just going to get stronger and stronger and keep weeding people out.”

Self-selecting

Even for sports that are not rooted in expensive club membership, the athletes that are recruited to play on the Ivy League level remain largely homogenous, according to an athlete on the track and field and cross country team. The athlete requested anonymity to “avoid any unexpected retaliation from Yale Athletics staff or the NCAA more broadly.”

She said that track recruiting is based solely on running time, rather than an athlete’s history of involvement with the sport or the status of their club or high school. To her knowledge, anyone who contacts a coach with interest and who has fast enough times can be considered.

However, she emphasized that this does not make the track recruiting process entirely democratic.

“There’s this argument that track is a sport that is open to everyone because all you need is a pair of sneakers,” she said. “But the reality is, most of the national-level competition was not available to me as a public school student. I didn’t get to go to a number of competitions because my school couldn’t fund that for me. They couldn’t afford to send me there. We were at the point where we won the state championship, but going to Nationals wasn’t even in the picture.”

While presence at national level meets may help athletes network with coaches at top colleges, it is not essential to be recruited, the student said.

But she added that there is a “certain type of person” who would know to reach out to an Ivy League coach with their times.

“You have to be empowered,” the student said. “You have to have some sort of insight into how to be recruited by an Ivy League school, of what will be required of you academically. I think for a lot of track athletes, running for the Ivy League seems unattainable. And also in some cases it can seem unrealistic, because the Ivies do not provide scholarships.”

The Ivy League is the only Division I conference that does not offer athletic scholarships — which a March lawsuit alleged to be a violation of antitrust laws. The student said the lack of athletic aid available at Yale and other Ivy League schools makes the pool of recruited athletes a “self-selecting” one.

The student added that many of her teammates at Yale have parents who went to Ivy League schools and competed on Ivy League teams.

While her parents did not attend Ivy League schools, the student said that she learned a lot about the Ivy League recruitment process from her older brother, who is an athlete at Dartmouth. Specifically, the “generous” need-based financial aid her brother received at Dartmouth opened her and her family’s eyes to how affordable Ivy League schools can be.

Allen said that the potential of scholarship money was not a factor that his family considered when deciding where he would attend college.

The eight Ivy League schools all offer need-based financial awards — intended to meet the full demonstrated financial need of admitted students — but do not offer merit or athletic scholarships.

Quinlan defended Yale’s prohibition of athletic scholarships, saying that Ivy League athletes are the best example of student-first student-athletes.

“I also believe Yale’s ability to meet the full demonstrated financial need of all of our students, including varsity athletes — whether they continue playing with their team all four years or not — provides a much healthier environment for student-athletes than schools that offer scholarships contingent on athletic performance,” Quinlan wrote in an email to the News.

Eckstein believes that continuing to recruit athletes from country club sports can be a “back door” tactic for Ivy League schools to admit more students who can afford to pay near-full tuition.

Yale advertises a need-blind approach to admissions, in which admissions officers consider and decide on students’ applications without knowledge of their financial status. But along with 16 other universities, Yale’s purported need-blind model was challenged in a lawsuit filed last year. The schools — including six of the eight Ivies — are a part of the 568 Presidents Group, a consortium of elite schools who collaborate in constructing financial aid formulas.

The group was sued on the grounds that they breached section 568 of the 1994 Improving America’s Schools Act, which states that schools can only collaborate if all members of the group do not consider financial need in their admissions process. A complaint filed in February alleged that all 17 schools consider students’ financial need through indirect means like donor preference and by considering financial means in waitlist and transfer admissions.

“It’s a good gamble to take someone who’s played golf in high school, or even someone who played club soccer or lacrosse and make guesses about their economic background,” Eckstein told the News. “It’s a good bet, and kind of a way to game the system.”

The Ivy League conference was officially formed in 1954.

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NEWS

"I wish I could live a little more, look up to the sky, not just the floor. I feel like my life is flashing by. And all I can do is watch and cry."
ADELE ENGLISH SINGER-SONGWRITER

Unidad Latina en Acción calls Yale New Haven Hospital to cut janitorial subcontractor

LAURA OSPINA
STAFF REPORTER

On Sept. 1, Rosa Morales Rodríguez, an undocumented immigrant, arrived at Yale New Haven Hospital to begin her 3 p.m. cleaning shift — just as she had for the past year and five months. Morales Rodríguez said that shortly after she clocked in, her supervisor demanded immigration papers from her and other workers. When some workers did not provide work authorization and legal status, the supervisor fired them and threatened to call the immigration authorities, according to Morales Rodríguez.

Morales Rodríguez worked for AffinEco — a janitorial subcontractor headquartered in Bridgeport, Connecticut — along with dozens of other undocumented workers at Yale New Haven Hospital. Morales Rodríguez and two other workers told the News that in the handful of years during which they worked for AffinEco, the company had never asked for documents showing legal immigration status and work authorization. Rodríguez estimated that the AffinEco supervisor fired 45 to 50 cleaning staff across three shifts.

AffinEco did not respond to multiple requests for comment.

“The supervisor said, ‘If you don’t want to give me your documents, I am going to call immigration,’” Morales Rodríguez said in Spanish. “And he started telling us, ‘Don’t go to work.’ But he talked so slowly, we barely understood. I repeated, ‘Should I go to work?’ And he told me, ‘You no longer have a job.’”

Mark D’Antonio, a spokesperson for Yale New Haven Health, wrote to the News that YNHH learned of the possibility that AffinEco, one of their temporary staffing agencies, lacked necessary worker documents this summer. In compliance with federal law, YNHH “immediately directed” the subcontractor to check for work authorization.

Unidad Latina en Acción, a New Haven advocacy group for immigrant workers and their families, staged a protest on Monday evening outside the entrance of the Yale New Haven Hospital. Holding signs such as “Caution: Workplace Declared Unhealthy for Employees,” a dozen former AffinEco workers and ULA members called on YNHH to end the use of subcontractors and meet with the fired workers.

“They used us all throughout the pandemic [as essential workers] and now, when we really need the jobs, is when they fire us,” Armando Meza, a former employee of AffinEco who worked in the New Haven hospital during the pandemic, said in Spanish.

Four former AffinEco workers told the News that the subcontractor discriminated against them on the basis of their immigration status throughout their time at the New Haven hospital. The immigrant workers said that their AffinEco supervisor would assign them more work than workers who were American citizens, although they were paid the same.

The workers additionally described the firings of Sept. 1 as “humiliating.” Morales Rodríguez recalled that the AffinEco supervisor assembled and fired the workers in a public area of the hospital. She said that workers did not provide identification over “fear.”

While the supervisor threatened to call immigration authorities on the workers who did not provide proper documentation, other AffinEco staff witnessed immigrant workers crying and some other staff laughed, according to Morales Rodríguez and Rosa Portes, one of the fired workers.

“There were a lot of workers there, elderly people like me, crying,” said Morales Rodríguez in Spanish. “The worst part, what hurt us the most, was the discrimination in front of the Black and Puerto Rican workers [who are American citizens].”



LAURA OSPINA / CONTRIBUTING PHOTOGRAPHER

The advocacy group protested after YNHH subcontractor allegedly discriminated against migrant workers.

Portes questioned why the AffinEco supervisor asked for documents in public, rather than a private office space.

She also said that the sudden firing was disrespectful given the sacrifices she made as a member of the cleaning staff during the pandemic.

“I told the supervisor that it was unjust that from one moment to another, I no longer have a job,” Portes said in Spanish. “One has a family to maintain. I worked throughout the pandemic, exposing my family and my grandchildren that were only 2 and 3 years old by going into COVID rooms.”

John Jairo Lugo, the community organizing director of ULA, said that the organization would stage weekly protests at the New Haven hospital until the YNHH administrators agreed to meet with the fired workers and listen to their complaints.

Lugo believes that YNHH, by continuing business with the subcontractors, is complicit in the exploitation of workers.

Subcontractors deny workers job stability and adequate protections and benefits, leading to the common abuse of workers, according to Lugo. Lugo pointed to a trend of companies in New Haven using subcontractors for manual labor jobs, such as shoveling snow and gardening.

“Temporary staffing support is a critical part of the workforce at Yale New Haven Health and throughout healthcare to fill staffing vacancies in order to ensure that our facilities are safe and clean,” D’Antonio wrote to the News. “We continue to actively recruit for full-time staff to fill needed roles, and we partner with community agencies and other organizations to support job training and preparation.”

D’Antonio did not respond to the News’ inquiries about formal oversight protocols for subcontractors, AffinEco’s alleged discrimination and threats, why YNHH did not flag AffinEco’s lack of documentation earlier or ULA’s demands.

ULA is additionally pushing for reimbursement or compensation for the fired workers.

Morales Rodríguez said that through public protests, the workers hope to demand the respect they deserve.

“We want to teach [AffinEco] that they should respect people,” Morales Rodríguez said in Spanish. “Why? Because working people, us as Latinos, we come to work. We have to demand more respect for ourselves as Latinos because us Latinos are the ones that work the most and are the most discriminated against here.”

As Connecticut is an “at will” state, employers have the right to terminate an employee at any time without a given reason, with the exception of identity-based firings or other discriminatory instances.

The Yale New Haven Hospital is located on 20 York St.

Contact **LAURA OSPINA** at laura.ospina@yale.edu.

City’s fourth tenants union forms in Fair Haven Heights

BY MAGGIE GRETHER AND
NATASHA HAZZAM
STAFF REPORTERS

When mega-landlord Ocean Management told tenants at 195 and 199 Lenox St. that it was looking to sell the buildings, tenants across the two properties started talking. They discovered that the majority of tenants were on month-to-month leases set to expire around the same time — and none of them had received new leases from Ocean.

Fearing a mass eviction, the tenants organized under the guidance of the Connecticut Tenants Union, with all 11 units unanimously voting to unionize. On Nov. 17, residents of the Lenox Street properties filed with New Haven’s Fair Rent Commission to officially form the Lenox Tenant Union.

“Unions are so important in this moment when tenants face high rent increases or no-fault evictions that totally upend people’s lives, sometimes overnight,” Luke Melonakos-Harrison DIV ’23, the vice president of the Connecticut Tenants Union, said. “When there’s no legal protection to fall back on, what [tenants] fall back on is each other and the power of acting collectively.”

The union at Lenox Street is the fourth tenants’ union to form in New Haven. All of the city’s tenants unions — located at 311 Blake St., 1476 Chapel St., 1275-1291 Quinpiac Ave. and now, Lenox Street — are at Ocean-owned properties.

Alisha Moore, one of the members of the Lenox union, recounted knocking on doors to talk with neighbors and create open communication about shared complaints with Ocean. When tenants met at one of the apartments in the building to discuss unionizing, a bilingual tenant interpreted between English- and Spanish-speaking residents to facilitate communication.

“This community — we’re a family,” Moore said. “[The possibility of eviction] feels like we’re being forced to break our family apart. When things don’t happen that we need to happen, we do it together. This has just brought our community closer together.”

Moore explained that residents of the Lenox Street prop-



COURTESY OF CONNETTICUT TENANTS UNION

The Ghost Walk, which stops at multiple buildings on Yale’s campus, discusses the legends and secrets of downtown New Haven.

erties did not receive notices regarding the renewal of their month-to-month leases, which sparked concerns among residents that they would all be asked to leave the property during the holiday season once their leases were up.

Continued miscommunication between Ocean and residents at Lenox Street exacerbated these concerns. According to Moore, two tenants at 199 Lenox St. had signed new leases on their apartments. However, when they accessed an online portal that Ocean uses for tenants to pay rent, they found that the dates on the lease were different from the dates on the lease they had signed.

Tenants feared that if their building switched ownership, they would either be evicted or face significant rent increases. Organizers from CT Tenants Union, a statewide tenants rights organization, helped residents through the unionization process. Mark Washington, a

member of the Blake Street Tenants Union who helped organize the union at Lenox Street, said that many tenants feel they are “not being valued as human beings” by their landlords.

“What we did at CT Tenants Union was just help them collectively put their voices together and use that power to achieve their goals,” Washington said.

Poor living conditions also motivated tenants to unionize. According to Moore, multiple tenants had complained to Ocean about a mouse infestation that was never addressed. There were also safety concerns: Moore said the building’s fire escape was falling down, there were problems with lighting on the property at night, some doors had broken locks and there was a severe leak above her shower.

According to Moore, a Liveable City Initiative inspection revealed broken smoke alarms and carbon monoxide detectors. She said that the poor conditions made her fearful for the health of her newborn son.

Rosa Ferraro-Santana, the Ward 13 alder representing Fair Haven Heights, said that tenants’ unions can help ensure that renters receive the living conditions they expect when they initially sign their leases. Ferraro-Santana identified patterns of neglect at properties owned by Ocean, one of the largest mega-landlords in the city. Ocean owns over 1,000 apartments across the city.

Ocean’s attempt to sell 195 and 199 Lenox Ave. may also be part of a larger pattern. The New Haven Independent reported last summer that Ocean and Mandy Management, another mega-landlord in the city, have been selling properties, particularly in the Newhallville and Dixwell neighborhoods.

Tenants across Ocean properties have accused the landlord of poor living conditions and neglect, and Ocean has been fined multiple times in housing court for housing code violations.

Ocean Management did not respond to a request for comment.

While state law allows local governments to establish fair rent commissions, which handle complaints and prevent landlords from charging excessive rents, state law does not allow local governments to establish their own rent control laws, nor does the state have any laws limiting the amount that landlords can raise the rent.

“Part of the unionization process is people realizing that protections for tenants in this state are thin,” Melonakos-Harrison said. “Landlords can do a lot. They have a lot of unchecked power to displace people overnight and break up communities that have been neighbors for a long time.”

Moore said that the Lenox Street union hopes to contact the Fair Rent Commission as well, and explained that one of the primary goals of the union is ensuring that, if the properties are sold, the new landlord will provide tenants with new leases with fair rent prices.

According to Wildalíz Bermudez, Executive Director of New Haven’s Fair Rent Commission, there is a precedent of tenants’ unions contacting the Fair Rent Commission.

Blake Street Tenants Union filed retaliation complaints against Ocean in August after Ocean served eviction notices to 16 union members amid negotiations. The union withdrew the retaliation complaints after signing a memorandum of understanding with Ocean, where the landlord agreed to rescind the evictions and re-enter negotiations. The Chapel Street tenants union also filed a complaint with the Fair Rent Commission due to concerns about living conditions. The complaint was closed after Ocean made the requested repairs.

“There’s power in numbers,” Washington said. “We’re fighting power structures, systemic structures that have been in place for years ... to form these unions and give that power back to the people is everything.”

Lenox Street is located in the city’s Fair Haven Heights neighborhood, east of the Quinnipiac River.

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“This is never ending, we have been here before. But I can’t stay this time ‘cause I don’t love you anymore.”
ADELE ENGLISH SINGER-SONGWRITER

Yale experts weigh in on new method of organ harvesting

BY ROHAN LOKANADHAM
CONTRIBUTING REPORTER

A new method of procuring organs for transplant surgeries is sparking a debate over the line between life and death.

The procedure — called normothermic regional perfusion, or NRP — can expand the pool of organ donors by keeping blood circulating to organs in the body, even after the heart has stopped. While the procedure might alleviate pressure on the organ shortage in the United States, some bioethicists are alarmed by a common practice during the perfusion process: cutting off blood flow to the brain, ensuring that donors no longer have brain function after death.

The ethicists say that it is a practice that blurs the medical and legal definitions of death for organ donors.

“There are some people that are

machines to keep blood flowing to organs outside of the body.

According to David Mulligan, a Yale transplant surgeon and the former President of the United Network for Organ Sharing/Organ Procurement and Transplant Network, or UNOS/OPTN, those ex-vivo machines allow surgical teams to keep donor organs healthy for hours until they can be transplanted into a patient. Otherwise, surgeons would have to perform a transplant immediately after a person dies and an organ becomes available.

“Why do the transplant at 2 in the morning when you can do the transplant at 7 in the morning,” Mulligan said. “That way...everybody’s rested, everybody’s fresh. You can do [transplants] from morning until evening in a very scheduled way.”

But as it stands, techniques that physicians use to procure

who are brain dead — whose brain activity has irreversibly ceased — often remain on life support, ensuring that their organs are supplied with blood until a transplant team can procure their organs.

For donors whose hearts have stopped after an accident, the lack of blood supply to organs can damage them before surgeons can begin harvesting them. After a patient is declared dead, oxygen depletion during the dying process can injure the organs too much for surgeons to use.

And without an ex-vivo machine, many transplant centers across the country cannot access the organs of patients whose hearts have stopped, Mulligan said.

But by keeping organs like the heart and lungs perfused with blood in the body while the heart has stopped, NRP can keep organs in healthy shape, even after the heart has stopped. It is a technique

the whole controversy over NRP comes in.”

According to Formica, cutting off blood flow to make sure a patient has died might create a tricky ethical situation: if a patient has died, why do physicians need to ensure that there is no brain activity?

According to the Organ Procurement and Transplantation Network, a public-private partnership that facilitates the organ transplant harvesting process and waiting list, the ethical norm for organ procurement is referred to as the dead donor rule. The rule states that organ donors must be dead before their organs are harvested, and that organ procurement itself also cannot cause the death of the donor.

Some bioethicists have raised questions about why cutting off circulation would be necessary for a donor who has already

the brain’s blood flow, NRP violates the dead donor rule and raises “profound ethical questions” by, in some ways, ensuring brain death.

Mulligan, the transplant surgeon, dismissed the idea that a donor could suddenly come back to life. Mulligan said that the blood flow that is cut off to the brain is not enough to restimulate brain activity.

“There’s nobody that’s going to reanimate, [with] a brain that can think and that can be aware of something, and that all of a sudden, somebody’s going to get better,” Mulligan said.

Redefining death?

For Stephen Latham, the Director of Yale’s Interdisciplinary Center for Bioethics, the real dilemma behind NRP lies in the legal definition of death, not with the science or ethics of the method.

Adopted by most states in 1980, the Uniform Determination of Death Act, or UDDA, defines the point of death as irreversibility, or the point when all brain function permanently ceases or when blood circulation has stopped for good.

“The criterion that says that someone is only dead if their heart, lung function, or their brain function is completely and permanently irreversible is out of date,” Latham said. “It’s grounded in the science of the 1960s, and it’s not a great guide to ethics.”

Methods like NRP, though, toe the line of irreversibility, Latham told the News. Technically, they restart circulation within the body to make organs like the heart and lungs viable for transplantation.

According to Latham, restarting circulation to harvest organs essentially reverses the “irreversible” aspect of the current legal definition of circulatory death.

“The definition of death is... not quite as obvious as we’d like to make,” said Mercurio.

Change the definition of death in the eyes of the law, Latham added, would be slow. In the United States, laws that govern medical practices are almost entirely up to states. Most states, Latham said, defer to the guidelines of a non-governmental and non-profit organization called the Uniform Law Commission, or the ULC, which recommends uniform interstate laws that have, among other things, helped define states’ definitions of death.

As of September, Latham said, the ULC has announced that they plan to put a revision of a uniform definition of death on pause.

NRP and Yale

According to Ramesh Batra, the surgical director of the liver transplant program at Yale Transplant Center, because Yale does not perform organ procurement itself, there is no current policy or stance that the University plans to take on NRP.

However, the Yale-New Haven Hospital system receives organs for transplantation from the nonprofit organization New England Donor Services, or NEDS, which would have to propose rules for whether they want to procure organs using NRP, Mulligan added.

According to Mulligan, NEDS has performed NRP once before, with a kidney being used for transplantation at YNNH. He said he sees NEDS adopting NRP more readily in the near future.

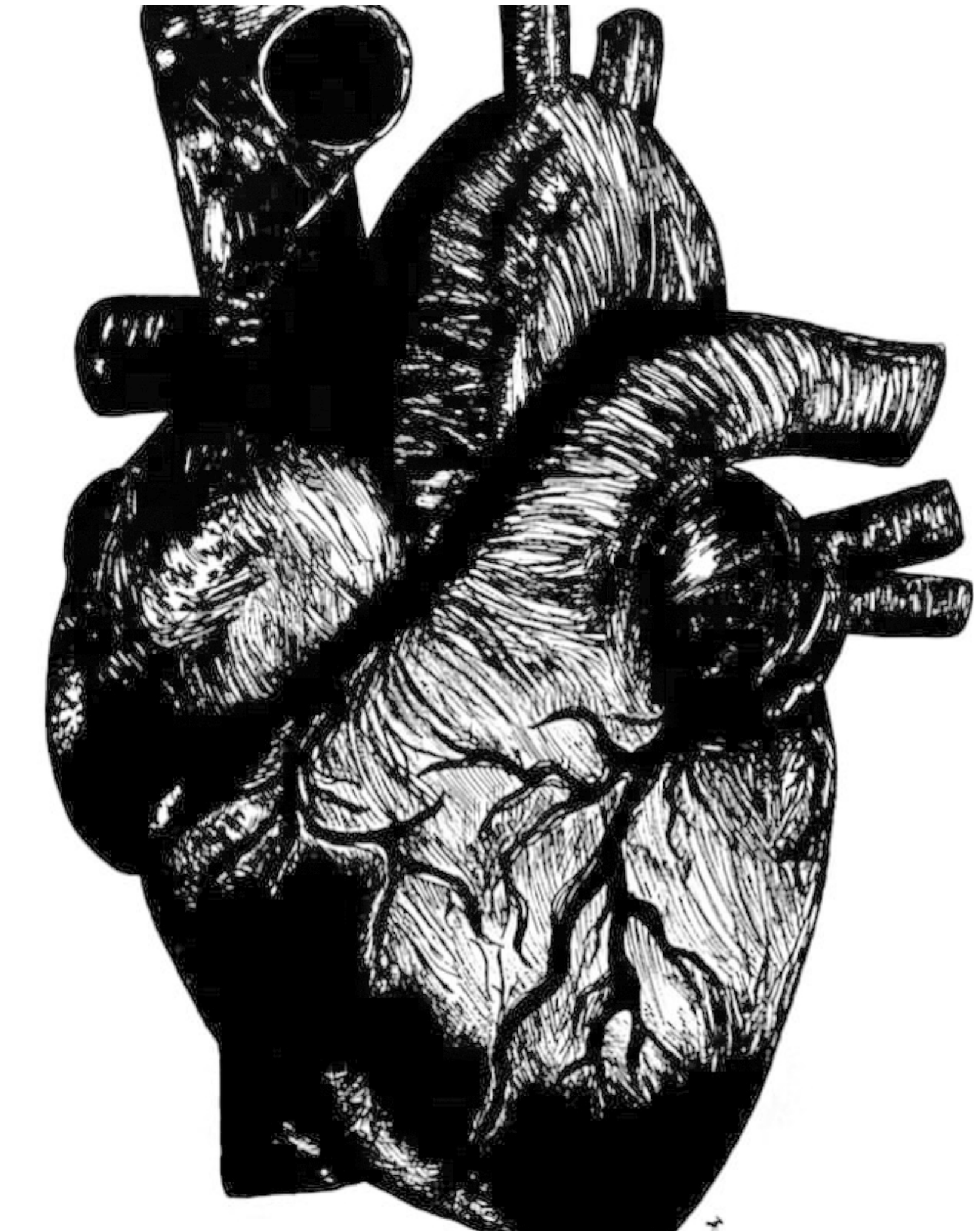
“We definitely believe in the utilization of NRP, and we love the fact that the costs are much lower,” Mulligan said. “We anticipate in the future that thoracic NRP and abdominal NRP are going to eventually come around, and everybody will be okay with that, too.”

Batra said he believes that Yale’s use of NRP organs could pass over ethical scrutiny because, by the time YNNH receives organs, they have already been procured. By the point it reaches a surgical team, he claimed, discarding an NRP organ would be more than wasteful — it could be an ethical issue.

“If you don’t use it, actually, you’re being unethical with an organ standing in front of you,” Batra told the News. “The intent over there is to not get the patient alive, to just use the organs properly. And I think that if the intent is not at question, why are we questioning the ethics of it?”

The Yale New Haven Transplant Center is located at 800 Howard Ave.

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A new method of organ harvesting has led to ethical backlash and prompted discussion over the medical and legal definition of death.

ZOE BERG/SENIOR PHOTOGRAPHER

obviously dead, and there are some people that are obviously alive, and then there are some people that are in a gray zone, where different people have different opinions about whether they’re dead or alive,” said Mark Mercurio, Director of the Program of Biomedical Ethics at the School of Medicine. “Are we sure these donors are even truly dead?”

According to the U.S. Department of Health and Human Services, 17 people die each day waiting for an organ transplant, and every 10 minutes, another person is added to the transplant waiting list. Those delays, experts say, are driven by a large organ shortage in the United States — one that prompts the need for other ways to increase the organ supply.

The standard method of preserving the heart and lungs in donors after cardiac death — called ex-vivo perfusion — uses external

organs from deceased donors can be expensive and inaccessible. For example, those machines can range from \$10,000 to \$250,000, meaning that many transplant centers might not be able to justify investing in machines, Mulligan added.

NRP, the alternative method, might address the high cost of ex-vivo machines. In the procedure, a donor’s organs are reperfused, meaning that blood is circulated through the organs while still inside the donor body, which ensures that the organs stay transplantable during the retrieval process. NRP also does not require ex-vivo machines, instead using a more common procedure with a bypass machine to circulate blood through the body artificially.

NRP also allows transplant centers without ex-vivo machines to harvest organs from patients who have experienced cardiac death, instead of brain death. Donors

that opens up a new pool of donors — helping to alleviate the nationwide shortage of organs, said Richard Formica, Director of Transplant Medicine at Yale.

The dead donor rule

Some physicians, however, have raised concerns about a variation of the procedure known as thoracic NRP, in which the heart and lungs, alongside the abdominal organs, are reperfused with blood.

In the process of refreshing the heart with blood, transplant physicians often use metal clamps to cut off blood flow from the heart to the brain as a safeguard to ensure that a patient’s brain function cannot be restored.

“They ligate the cerebral arteries because of the concern that when you start pumping blood flow through, there could be some neurological activity,” said Formica. “And this is where

been declared dead. For Mark Mercurio, the Director of Yale’s Program of Biomedical Ethics, the procedure might violate the long-standing dead donor rule, since the clamping process might induce brain death.

“My opinion, from what I understand, is that the procedure... absolutely must be abandoned,” Mercurio said. “But I think that there’s some clarity that’s needed. Everybody involved needs to know exactly what’s going on”

The procedure has also divided hospitals outside New Haven. In November, The New York Times reported that New York-Presbyterian Hospital, home of New York City’s largest organ transplant program, rejected the technique after an ethics committee reviewed the procedure.

The American College of Physicians has also opposed the procedure, claiming that by cutting off

ARTS

“I didn’t get the chance to feel the world around me, I had no time to choose what I chose to do. So go easy on me.”
ADELE ENGLISH SINGER-SONGWRITER

Danceworks performs fall showcase

BY ZACHARY SURI
CONTRIBUTING REPORTER

Danceworks, Yale’s largest non-audition dance group, is performing their fall showcase this week with 197 performers.

Many of Yale’s most prominent student organizations are known for their exclusivity, but Danceworks, whose semester showcase “Level Up” opens this week, is a proud exception. Their dance workshops and showcases are open to all students, including those with years of dance experience or none at all. This is their fifth in-person show since the pandemic.

“Our show, Level Up, it sold out in just a few minutes, and most of the tickets are just everybody’s friends and family coming to support because it really doesn’t matter if they’ve performed on stage before or have never even danced,” said co-president Angela Zhao ’25. “I think that’s the best part about Danceworks. We’re all just here to have fun and feel confident.”

As their third dress rehearsal began, Zhao and co-president Josh Atwater ’24 spoke from a megaphone in front of a crowd of dancers, rehearsing their introductory remarks for the performance. They invited audience members to try their own moves on the dance floor during intermission and reminded the audience that they too could dance in the showcase next semester.

With that, an elaborate light display illuminated the Off-Broadway Theater and a dizzying audio narrative began.

Each of the 28 dances in this year’s showcase, all student choreographed, are framed within a larger comedic narrative filled with knowing references to dance studio drama. This year, the story involves two reluctant



COURTESY OF DANCEWORKS

Yale’s largest non-audition dance group prepares for fall semester showcase with shows on Wednesday and Friday.

dance partners who sucked into a video game. The two have to work together to escape the game.

Student choreographers clipped their own music, but co-production Managers Resty Fufunan ’24, Elyse Nguyen ’25 and Anya Bibbs ’25 stitched together the audio visual production.

“I’ve learned so much from the process of running rehearsals, keeping myself on par, with making sure I have parts choreographed, about doing formations,” said student choreographer and Danceworks member Lindsay Pierce ’24.

Pierce had participated in several Danceworks programs before she choreographed her first piece. She said that she was hesitant at first to begin choreograph-

ing given her lack of formal dance training, but has since choreographed two full-length pieces. For this semester showcase, she choreographed a “high energy, semi hip-hop” dance to “Fly Girl” by FLO ft. Missy Elliott, she said.

Danceworks will celebrate its 40th anniversary in the spring. The group was, from the beginning, a space for dancers with all levels of experience to explore the medium together. But COVID-19 brought new challenges.

The pandemic put a halt to Dancework’s in-person performances, but the group’s work continued via Zoom. Atwater told the News that inclusion became more challenging.

“There were certainly some challenges with [inclusion]

through COVID,” said Atwater. “There were capacity limits on how many people could be in a rehearsal studio or in a performance venue and whatnot, so we did our best really. The board did their best to make everything the largest capacity possible, while still following COVID guidelines.”

Zhao credits “the resilience of the Danceworks community” with keeping Danceworks’ mission alive.

At the beginning of each semester, students sign up for student pieces they are interested in performing and are sorted by the Danceworks board. Danceworks has around 2,000 people on its mailing list, Zhao estimated, but a lot of recruitment happens at showcases. At each performance, the co-pres-

idents invite audience members to sign up for future Danceworks showcases and workshops.

This semester, around 300 students showed interest, with around 200 of them performing in this week’s showcase, one of the largest numbers in recent years.

Alexis Cruz ’27, a first-year dancer in this semester’s showcase, is one of them. Cruz, who danced a lot in high school, said she was drawn to Danceworks because of its emphasis on inclusion and “fun.”

“When we all work together to create these dances, it really pays off, and it’s really rewarding to get to put a whole semester’s worth of work on stage,” Cruz told the News.

Zhao and Atwater encouraged Yale students with any level of dance experience to sign up for their mailing list and watch for future programs on their Instagram. They will announce an informational session for next semester, dates and deadlines for signing up and other pertinent details at the end of the semester.

Cruz encouraged Yalies to get involved in Danceworks’ programs.

“Everyone is still so welcoming, no matter what your level of dance experience is,” she said. “And you get to meet so many new friends [in a] welcoming and supportive community.”

While tickets to this week’s showcase sold out almost immediately, interested students can register for the waitlist on Yale Connect or watch a live stream of the show at 9 p.m. on Wednesday and Friday. “Level Up” was performed in-person at the Off-Broadway Theater on Wednesday at 6 p.m. and 9 p.m. and will play at those same times on Friday

Danceworks was founded in 1984.

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‘The host will let you in soon’ opens at the School of Art



COURTESY OF LILY CAMPBELL

The Fall 2023 Undergraduate Art Show highlights the work of upperclassmen in the Art major, with shows on Wednesday and Friday.

BY DOROTHEA ROBERTSON
STAFF REPORTER

“The host will let you in soon,” the Fall 2023 Undergraduate Art Show, opened with a public reception in the Green Hall gallery on Wednesday, Nov. 29, from 6 to 8 p.m.

Sculptures, prints, installations and more adorned the walls of the three-floor gallery space in the School of Art for their bi-annual show. The show, which will be open through Dec. 8, features works by all seniors majoring in Art, with juniors in the major given the opportunity to participate as well.

“For me, this project—and exhibition as a whole—was an exploration in reflecting my identity and consciousness in the pieces of media that I feel have defined—or guided me through—my development into who I am today,” Lily Campbell ’24 wrote to the News.

Campbell’s works formed an installation featuring “In My Room” (2023), “Burden of Contraception” (2022) and “Untitled” (2021), as well as a rug resembling the one in her childhood bedroom, a wooden record organizer complete with some of her favorite records and

chair she found discarded in the senior studio.

The exhibition features works by Alana Liu ’24, alexander rubalcava ’24, Cate Roser ’25, Chiara Hardy ’24, Cleo Maloney ’25, Dora Pang ’24, Ellika Edelman ’24, Ethan Shim ’24, Eunice Kiang ’24, Hannah Foley ’24, Jacob Feit Mann ’24, Kaci Xie ’25, Kaia Mladenova ’24, Karela Palazzo ’25, Leo Lee ’25, Lily Campbell, Mazie Wong ’25, Megan Graham ’24, Mikiala Ng ’24, Nathan Puletasi ’24, Olivia Marwell ’24, Stephanie Wang ’24, Talia Tax ’24, Tilman Phleger ’24 and Whitney Toutenhoofd ’25.

For many members of the class of 2024 who are majoring in Art, this exhibition provided an opportunity to display portions of what will be their senior theses.

“Conceptualizing this work along with my current use of western culture had been an exciting process—drawing inspiration from ranchers back home in Spokane, Washington, famous outlaws, western figures like the Marlboro Man, country artists like Riddy Arman, and much more, all as research pertaining to my thesis, while also creating a narrative of how we interact with Mother Nature and how she prevails in reclamation,” Nathan Puletasi wrote to the News.

Puletasi’s work, “I Can’t Hear My Duck Call Over All These Damn Taxis,” includes a battered animal hide hung on the wall above the engine of a 1977 Chevrolet Camaro stuffed with hay. On top of the engine sits an empty pack of Marlboro cigarettes.

Some students expressed concerns about the lack of opportunities presented to undergraduate students in the Art major.

“For the seniors, this is the first time we have gotten to show our work since being at Yale,” Campbell said. “While we are constantly creating for both our personal practice and our classwork, it isn’t until this first, mid-year show that we actually get a space to feel our work is appreciated and seen.”

The undergraduate Art department has long battled complaints of inaccessibility and limited resources, from insufficient space in their courses to high expectations of investment in both time and

materials, even without the recently eliminated course fees.

Other works in the exhibition include “Ivàn” (2023) by Kaia Mladenova. Using wood, acrylic and LED lights, she designed an apparatus that measures time with light based on the sun and the moon.

“I wanted to create an object that could become a part of someone’s living environment and serve a purpose. I did not aim to create an art piece. I think of my work as an experimentation—a process of creating something useful and beautiful that is also a conversation starter,” Mladenova wrote to the News.

“The host will let you in soon” is open to the Yale community in the Green Hall Gallery from a.m. to 4 p.m., Monday through Friday, through Dec. 8, 2023.

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COURTESY OF LILY CAMPBELL

Ellika Edelman, “Road Trip” (2023).



COURTESY OF NATHAN PULETASI

Nathan Puletasi, “I Can’t Hear My Duck Call Over All These Damn Taxis” (2023).

SPORTS

Elis looking to recover from mid-week loss

W BASKETBALL FROM PAGE 14

the shooting action, Yale nevertheless trailed Stony Brook the entire second quarter. After halftime, the Bulldogs came closer and closer to the lead, bringing themselves within four points because of an Egger jump shot that made the score 45-49. From there, though, the Seawolves began to pull away, aided by multiple free throw chances and layups driving to the basket. Clark shone as the Bulldog with the greatest ability to get points on the board, but it was not enough.



YALE ATHLETICS

The Bulldogs return home this weekend to face the Providence College Friars (3-5, 0-0 Big East) this Saturday.

The third period ended in a score of 56-63. The fourth quarter began as Yale's last chance to surge back and take the game. Immediately, baskets by Clark and McDonald brought the game within three, scaring the Seawolves into action. To halt the Bulldogs' return, two Seawolves — Khari Clark and Sherese Pittman — rallied to score 14 points between the two of them. The Elis fell short despite an excellent showing from Clark, Capstraw and McDonald, losing to Stony Brook 66-81. Clark had a season-best outing in both points and field goals made, with 26 and 10, respectively. She had

39 percent of the points for the Bulldogs, whose field goal percentage was 38.5 percent against the Seawolves' defense. Capstraw and McDonald both scored 13 points for the Bulldogs, with McDonald reaching a season high. Both continue to be steady production for Yale. The Bulldogs return home this weekend to the John J. Lee Amphitheater in New Haven, Conn. to face the Providence College Friars (3-5, 0-0 Big East) this Saturday. Contact **MEREDITH HENDERSON** at meredith.henderson@yale.edu.

Bulldogs reflect on Fairfield loss

M BASKETBALL FROM PAGE 14

Guard John Poulakidas '25 struggled mightily, shooting just 3-11 from three, with one of his makes coming on a last-second heave. The Bulldogs made just six threes as a team. Fairfield guard Jasper Floyd torched Yale's defense all night, scoring 25 points and penetrating their defense with ease, consistently making layups and getting to the free throw line. Fairfield also kept pace with Yale in the rebounding column, grabbing 32 boards to Yale's 34 and limiting their ability to score second-chance points, holding the Elis to eight offensive rebounds. "We just didn't execute our gameplan," Jones said. "Had far too many bad possessions on offense or defense." Fairfield's 75 points was the seventh time in nine Division

I games that Yale has given up more than 70 points to an opponent this season. Last season, they allowed that to happen just twice during the entirety of the non-conference schedule. Despite the early season woes, Jones remained confident in his team. "We'll be able to connect the dots at some point, but we're not doing it right now," he said. "Guys have to play together and with each other. We'll continue to work on it and go back to the drawing board tomorrow. Practice is at 4:15." Next up, Yale will face Colby-Sawyer, a Division III team on Friday night. On Monday, they'll travel to nearby Quinnipiac for another in-state game. Friday's game will tip-off at 7 p.m. in John J. Lee Amphitheater.

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YALE ATHLETICS

Friday's game will tip-off at 7 p.m. in John J. Lee Amphitheater.

Bulldogs excited for new season



YALE ATHLETICS

After this weekend, Yale's track and field teams will take some time off from competition over the holiday.

T&F FROM PAGE 14

serving as the men's team captain and Bella Bergloff '24 serving as the women's team captain. In addition to these two, Shoehalter also highlighted Chris Ward '24, Nolan Recker '26, and Maria Leskovec '24 as throwers who have had a great summer and fall of training. In addition to the throwers, Shoehalter also mentioned the men's team sprints group, particularly James Grindle '25, Jacob Kao '25 and Aaron Miller '25 as athletes to look out for early on in the season based on their preseason performances. While Shoehalter commented on specific groups he expects to have big performances, women's team captain Bergloff said she expects a strong performance across the board. "This weekend is going to be really exciting for the team because it will be a small meet, giving us the opportunity to

showcase all of the work we've put in this off-season and dominate without the pressure of competing against other Ivy teams," Bergloff wrote to the News. "We have a really cohesive group this year and have sort of refocused our intentions, and I think throughout this season we will be pushing each other to individually reach our potential to have our best season yet!" While the athletes who have been training with Coach Shoehalter all fall will make their debut on Saturday, this weekend will not mark the return of the men's and women's cross country teams to competition. Having finished their seasons only a month ago, the distance runners are resting before building their mileage back up and opening their season later on. However, although they will not be joining the broader track and field teams for competition quite yet, men's cross country captain Sean Kay '24 told the News that

the team's camaraderie development is already well underway. "In terms of merging with the broader track team, this is where the fun really starts," Kay wrote to the News. "We have a great captain this year for Track in Matt Appel who has gone out of his way to make the XC team feel included, while also respecting the fact that we were competing all fall in a different sport. This merger definitely brings new life to the team, I think, and being able to see other event groups working just as hard is always a good sign. We have done a really good job of bridging this gap to the point where we see each other as not only members of the same team, but also friends off the track." After this weekend, Yale's track and field teams will take some time off from competition over the holiday, returning to Coxé Cage on Jan. 20 to compete against Columbia and Dartmouth in New Haven. Contact **PETER WILLIAMS** at p.williams@yale.edu.

Yale falls to Vermont



YALE ATHLETICS

Wednesday's game will tipoff at 7 p.m. back home at the John J. Lee Amphitheater.

M BASKETBALL FROM PAGE 14

ball," college basketball reporter Sean Paul wrote on X, the platform formerly known as Twitter. "I didn't even see contact. Just a total flop. Yikes." Mbeng lead the scoring for Yale, finishing with 18 points along with five rebounds. Forward Danny Wolf '26 added 15 points and 16 rebounds, his second double-double of the season. Aside from the heartbreaking defeat, it was an encouraging performance for the Bulldogs, who surrendered under 70 points to a Division I opponent for just the second time this season and held their own against a strong Vermont offense — and loud opposing crowd — despite a poor night from beyond the arc. The usually elite three-point shooting duo of Mahoney and John Poulaki-

das '25 combined for just 2-9 from beyond the arc. Vermont had a win probability of just 0.8 percent before the foul call on Mahoney. "I thought the game was over," Vermont head coach John Becker told the Burlington Free Press after the game. The Elis will get an opportunity to bounce back this Wednesday against Fairfield. Jones emphasized that the nature of the loss has no impact on the team's mentality. "Learn and move forward," he wrote. Wednesday's game will tipoff at 7 p.m. back home at the John J. Lee Amphitheater. Contact **BEN RAAB** at ben.raab@yale.edu.

THROUGH THE LENS



NEW HAVEN'S 110TH ANNUAL TREE LIGHTING CEREMONY



Photos by **Courtney Chenn.**

YaleDailyNews

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EIGHT SONGS FOR EIGHT NIGHTS

WEEKEND

// BY ELIZA JOSEPHSON



We can all agree some songs are only meant to be listened to in December. There’s a reason Spotify Wrapped omits December from their data collection process. The average user’s listening history becomes polluted with holiday music. But Christmas music gets enough free publicity, whether it’s blaring from department store speakers or consuming your local radio station. For this holiday season, let’s put aside being “merry” and “jolly” to make way for miracles. Chanukah is coming. It doesn’t matter how you spell it — with an H or Ch, one K or two — even Merriam Webster recognizes 24 slightly different spellings. Conveniently, Chanukah falls smack dab in the middle of reading week season. Tragically, we’re not allowed to light Menorahs in our dorms. With all the fire alarms going off recently, I’m not sure it’s worth the risk.

A college campus poses suboptimal conditions for Chanukah celebrations. Instead of candlelight, we’re stuck with computer screens. Prayer books are dwarfed by Quizlet flashcards. I can already see a grim picture of myself in Bass Cafe, latke-less, and feeling guilty about stress-eating gelt. But, what we can do is listen to music! There certainly aren’t as many options to choose from. But the ones I’ve compiled are the best of the best. Here’s my comprehensive compilation of the best Chanukah songs to ever exist, one for each night!

Night 1: Hanukkah, Oh Hanukkah by the Barenaked Ladies
Favorite Lyric: “The candles are burning low / One for each night, they shed a sweet light / To remind us of days long ago”
Let’s start off with a tried and true classic. I remember singing along to this one during elementary school assemblies, and it always got the crowd off their feet. I know this is traditionally a Yiddish song, but I just have such nostalgia for the jaunty guitar in this English version by the Barenaked Ladies. This is a great introduction to Chanukah music if you’re new to the genre!

Night 2: Happy Hanukkah by Matisyahu
Favorite Lyric: “Eight nights, celebrate till I flying in the sky like a dove”
The little pew-pew-pews at the beginning of this song that sound like Galaga shooting noises could wake me up from a coma. I am a Matisyahu stan ‘till I die. This song embodies the joyful Chanukah spirit — it’s all about bringing love and giving gifts! It feels like biting into a jelly donut and it sounds like a shooting star. Don’t believe me? Go listen to it for yourself.

Night 3: Candlelight by the Maccabeats
Favorite Lyric: “I’ll tell a tale-ale-ale-ale / Of Maccabees in Israel-ale-ale-ale”
If the Maccabeats have 100 fans, I’m one of them. If they have 10,000 fans, I’m one of them. If they have 0, I’m dead. This parody of Dynamite by Taio Cruz, somehow, is not dated at all. Because of the 2010 nostalgia, I hesitate to call this one my favorite — I was very impressionable at five years old. All that said, you should join me and 17 million other people in watching the viral YouTube video to get the full experience. You won’t regret it.

Night 4: I Have a Little Dreidel by the Maccabeats
Favorite Lyric: “I have a little dreidel / I made it out of clay / And when it’s dry and ready / Oh, dreidel I shall play”
I know I just hyped up the Maccabeats. But who would a Yale article about music be without multiple mentions of a capella? This group transforms a traditional rhyming song into a dynamic, multiple genre journey in their version of the iconic masterpiece. You can’t help but be charmed by their four part harmonies and rhythmic beatboxing. This song keeps the energy high, a perfect way to celebrate being half-way through Chanukah.

Night 5: Sevivon Sov, Sov, Sov by Kenny Ellis
Favorite Lyric: “Sevivon, spin and turn / While the colorful candles burn”
Sevivon, for context, translates to dreidel. I do enjoy this jazzy take on a classic, it really gets your toe tapping if you know what I mean. I love the clarinet solo, and the call and response toward the end as well. If you like this one, check out the album this song is on, which is called Hanukkah Swings! I will definitely have this on during study breaks.

Night 6: Maoz Tzur (Rock of Ages) by Sufjan Stevens
Favorite Lyric: And Thy word broke their sword, / When our own strength failed us. (translated)
This song is a must-include because it tells the story of Chanukah. I’ll be honest and say it’s not my absolute favorite. The typical chorale interpretations of this song are too slow-moving. If we really are “raging against our foes” I think the music should reflect that! For that reason, I chose a piano instrumental version that focuses more on the beautiful melody.

Night 7: The Latke Song by Debbie Friedman
Favorite Lyric: “I’ve made friends with the onions & the flour, / & the cook is scouting oil in the town.”
How could I forget the “I am a latke” song? The answer is, I would never! This song follows the latke from the blender all the way to the sizzling pan oil. The lyrics are so fun! If you have younger siblings or cousins who need a new quotable fixation that isn’t from Cocomelon or Tiktok, then use this song to entertain them.

Night 8: The Chanukah Song by Adam Sandler
Favorite Lyric: “Put on your yarmulke / Here comes Chanukah / So much funukkah / To celebrate Chanukah”
On Dec. 3, 1994, on an episode of Saturday Night Live, Adam Sandler made history when he played this song on Weekend update. It’s a certified banger! Basically, he lists a ton of Jewish celebrities to normalize the holiday, hoping it resonates with Jewish kids. It peaked at 80 on the Billboard Hot 100, so I think it did. Definitely the most comedic pick on this list, and the last night should be all about laughter!

If you need to take a study break, check out the playlist from the QR code below with all the songs mentioned in this article. I’ll definitely be bopping along to it.
Maybe it’s a blessing that Chanukah is happening at this time. With all the final papers and projects, we all could use a small miracle or two.



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~ Realistic Resolutions ~

for 2024

// BY JULIETTE PROPP

1. Actually attend all my classes.

I know, shocking concept, right? But sometimes the allure of my cozy bed is just too strong. This year, I’m attempting to resist the siren call of the snooze button and embrace the enlightening experience that is a 9 a.m. lecture on biology, sans midday naps.

2. Stop responding to the “u up?” texts.

Everyone has that person that they spend a lot of time with, but never really get to know. Sure, the allure of a spontaneous late-night rendezvous may still linger, but my sleep schedule can’t take much more of this. The promise of something more substan-

tial has me intrigued. This year, I’m swapping late-night texts for conversations that leave a lasting impression.

3. Learn. To. Drive.

Yes, you read that right. I am 18 years old, and without a driver’s license. This is less of a resolution and more of a requirement because it’s just embarrassing at this point. I can no longer bear the looks of horror on my peers’ faces when they learn that I have neither my license nor my permit. This year marks the epic quest to transform from a pedestrian extraordinaire to a master of the open road.

4. Read more, watch less.

In a world dominated by bright screens, I’ve decided to embark on an adventure — one that involves flipping the pages of actual books. No more endless scrolling through social media feeds or succumbing to the hypnotic glow of Netflix. Instead, I’ll try trading pixels for paper, and enjoy the rush of getting lost in a good story. I’ll be setting screen time limits with the same determination I’ll ignore them with.

As we turn the page on our calendars and welcome in the promise of a new year, let’s take on our resolutions with confidence and determination. May our resolutions be more than mere checkmarks on our to-do lists — may they be the stories we write, the lessons we learn and the lies we tell.

A happy early new year from me to you.

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WKND Song Recommendation

“La Bohème” by Charles Aznavour.

Don't sweat it!

// BY ANNA PAPAKIRK

What sweater should you wear for the occasion?

Being from the Midwest, I am used to cold winters. But, I am not used to New England winters. They are a different type of cold, the kind in which you can feel the chilly air run through your bones.

Nevertheless, I managed to find a silver lining: sweater season!

When it's cold and gloomy outside, nothing excites me more than the thought of putting on a cozy sweater and sipping a latte.

However, does anyone else get utterly overwhelmed at the thought of deciding which sweater to wear? If you're anything like me and have accumulated quite a few sweaters over the years — it can be stressful to decide which one. Should I wear a chunky, oversized sweater or a more form-fitting style? Should I wear a bright color or go neutral? If these thoughts ever cross your mind when you're getting ready in the morning, here is a guide to decide which sweater is best for the occasion.

The cable-knit sweater

This sweater is my go-to for when I want to feel put-together. There are some days I feel like I'm deep in the trenches with work or I'm struggling to find time for self-care, but wearing a cable-knit sweater is often a quick cure for this feeling. This classic, timeless piece goes well with any bottoms, from jeans to skirts, and it will instantly make you feel like you have your life under control and figured out.

If you really want to elevate the outfit, I recommend pairing this top with a pair of pearl earrings and pulling your hair back in a slick-back bun or ponytail to really nail the polished look.

The cardigan

After listening to Taylor Swift, I am never dissing the cardigan again. I never had anything against cardigans; I just never gravitated towards them. However, I've learned that they accomplish two things: cozi-

ness and comfort. If your plan for the day is to study at a cafe or perhaps curl up with a book on the sofa, then the cardigan is the way to go.

For some reason, I don't own any cardigans, but if I were to wear one, I think I would wear it with a pair of leggings and

will find someone wearing either of these styles is because the star of the show is their jewelry. The v-neck or scoop create the perfect alcove for a necklace to rest and demand someone's attention. Because of this feature, this sweater is perfect for a nicer occasion.



ugg boots and possibly throw my hair up into a messy bun.

The v-neck or scoop-neck sweater

Let's address the fact that most people don't wear this type of sweater for the sweater itself. The only reason you

perhaps a night out with friends, where the jewelry can do all of the talking.

Besides a necklace — preferably one with a pendant — add a pair of hoop earrings and a stack of bracelets. I think a pair of loose-fitting jeans and fancy sneakers would be a nice addition to the look.

The crewneck sweatshirt

This one might be a little controversial. Some consider it a sweater, but I consider it a sweatshirt. Nevertheless, I think that's part of the fun of this sweatshirt because it can be something that it's not. The crewneck is perfect for when you want a casual fit. This top is great if you're going to a sports game because most have graphics or designs repping different schools and teams.

Since the goal is casual, I think there's not much more you need to add to the look. Wear it with jeans, comfortable sneakers and a cute crossbody bag, and you're ready to cheer on the Bulldogs at any event!

The off-the-shoulder sweater

This one sounds like an oxymoron to me. Sweaters are meant to keep you warm, so why leave your shoulders exposed to the chilly air? Anyways, I must admit, they are really cute. Since these sweaters don't offer much coverage, I think they are best worn for an indoor event, such as a holiday party. So if you know you won't be spending much time outdoors but still want to fit the winter vibe, this sweater is the way to go.

If we're talking about a holiday party, then dress pants, a leather skirt or dressy jeans are great bottom options. Pair with some booties or ballerina flats to dress up the look even more.

The Y sweater

I don't think I have to say anything further about this sweater. It's a classic. You can't go wrong with it. Dress it up or dress it down, it works for any occasion. There is something about this sweater that screams "school pride" but with an undertone of elegance and sophistication.

I'm not going to tell you how to wear this sweater. I've seen it worn with everything, from jeans to sweatpants to skirts. Like your Yale experience, this sweater is what you make of it.

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Algorithmic Love & the Yale Marriage Pact

// BY JULIETTE PROPP

Is the prospect of being alone so horrifying that we would submit our kinkiness levels and full names in the same survey? Apparently so...

Amid the chaos of assignments, social events and existential crises, there's a societal expectation that finding a significant other and navigating love are crucial checkpoints in the collegiate journey. For the people feeling the pressure to couple up because everyone else is, this survey could be the answer you are looking for.

At 2 p.m. this past Tuesday, the Yale Marriage Pact went live. Created by Stanford students in 2017 for an Econ class project, Marriage Pact analyzes your data alongside others to find your "perfect match."

I was cramming for an end-of-term "midterm" late Tuesday night when I received the text from my suitemate. I was skeptical at first, but if 500 other people filled it out, I was willing to take my chances, for research purposes of course.

The survey begins with the basics: sexual orientation, religious affiliation, political identity etc. Then it moves onto a series of 50 prompts where you rank your level of agreement from 1-7. The prompts range from "Everything will eventually be explained by science" to "I often rely on self deprecating humor."

Knowing that your answers to questions about hard drugs, monogamy and political stances are compatible with those of others has the potential to be a great ice breaker, however, does it give too much away too soon? For me, dating is like one of those fossil dig kits; the tedious excavation is worth it for the enthralling fossils you dig up. Part of the fun of building a relationship is gradually getting to know your partner. I can't help but wonder: have we traded the excitement of exploration for the comfort of algorithmic certainty?

Some may be approaching this as a genuine quest for love, envisioning a future with a potential match. Sure, it would be nice to meet your life partner at Yale, get married, pop out a couple of double-legacy babies and live happily ever after. But others may see it as a mere safety net — a backup plan in case Yale fails to deliver a fairy-tale romance the organic way.

But who's to say this survey even works? It certainly is important to agree on fundamental values to have a successful marriage — not that, as a child of divorce, I would know what that looks like — but just because two people don't agree on things doesn't mean they aren't compatible.

The Marriage Pact's algorithmic matching methods contradict the age-old adage that "opposites attract." The survey's emphasis on aligning answers will lead to the paradoxical situation where people with identical responses are deemed the perfect match. In reality, a harmonious relationship isn't always forged from carbon-copy preferences; sometimes, it's the clash of differences that sparks the most genuine connections.

As the Dec. 12 survey deadline approaches, I'm anxiously awaiting my results. I don't have high expectations for a match made by a computer, but who knows, maybe the result will prove me wrong.

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WKND Recommends

Go study abroad! Your friends will miss you but you're gonna have so much fun, Beril!

SPORTS

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“We are not playing Yale basketball and we’re not where we need to be. We are not connected offensively or defensively right now,” JAMES JONES, YALE MEN’S BASKETBALL HEAD COACH

W BASKETBALL: Yale falls at Stony Brook mid week

BY MEREDITH HENDERSON
CONTRIBUTING REPORTER

The Yale women’s basketball team (2–8, 0–0 Ivy) battled Stony Brook University (7–1, 0–0 CAA) at Island Federal Arena in Stony Brook, NY on Wednesday at 1 p.m.

The Bulldogs continued play after a 1–1 weekend, taking a victory over University of Massachusetts (1–8, 0–0 A10) and a loss to Merrimack College (3–6, 0–0 NEC). They looked to earn their third win of the season against the Seawolves, who have had a successful season so far, including a notable win against Yale’s conference rival, Columbia.

The first period began with a quick basket from each team, including a three-pointer by

Kiley Capstraw ’26. All points from the Elis in the first quarter came in the form of three-pointers, including Capstraw’s initial three-pointer and two more from Jenna Clark ’24 later. The Bulldogs took 18 shots and sank three. The Stony Brook Seawolves were slightly more effective in their shots, sinking 15 points. The period ended with the Bulldogs trailing 15–9.

Just like the first, the second period began with a three-pointer from Capstraw. Baskets in the second came from more than just Clark and Capstraw, with two points from Mackenzie Egger ’25, three points from Lola Lesmond ’26 and four points from Brenna McDonald ’24. Although more Bulldogs got in on

SEE W BASKETBALL PAGE 10



YALE ATHLETICS

The Bulldogs fell to the Stony Brook Seawolves on Wednesday in New York.

M BASKETBALL: Yale upset by Fairfield



YALE ATHLETICS

The Yale men’s basketball team’s early season woes continued as the team lost 75–71 at home against Fairfield.

BY BEN RRAB
STAFF REPORTER

Heading into Wednesday’s matchup, the Bulldogs had won 12 straight matchups against in-state competition. Fairfield – a 17-point underdog – didn’t seem like the team to break that streak.

But 40 minutes later, Fairfield (3–6, 0–0 MAAC) sent Yale (5–5, 0–0 Ivy) to the locker room with a 75–71 loss.

“We are not playing Yale basketball, and we’re not where we need to be,” head coach James Jones told the News postgame. “We are not connected offensively or defensively right now.”

The Elis seemed disrupted by Fairfield’s fast, aggressive style

of play. The Stags pressed full-court after each made shot, and forced Yale into 14 turnovers throughout the game. Yale, who held several 10-point leads throughout the game, struggled to get stops.

Up 61–51 with under six minutes remaining, the Bulldogs surrendered a 19–3 Fairfield run, putting themselves into a 70–64 hole with thirty seconds remaining.

The Bulldogs’ disappointing result comes just three days after Sunday night’s last-minute meltdown against Vermont, in which the Bulldogs lost despite having a 65–60 lead with three seconds left.

Forward Matt Knowling ’24 led the scoring with 14 points,

and the rest of the Bulldog starting lineup had double-digit scoring performances, too.

Just eight of Yale’s points came from its bench, with all of those coming from forward Nick Townsend.

Fairfield head coach Chris Casey credited Yale after the game, but said that his team made “a couple more plays than they did.

“We tried to speed them up on offense, really pressure them and make it hard for their shooters to get open looks,” Casey said. “But they’re a great team and our guys played a really strong game.”

SEE M BASKETBALL PAGE 10

T&F: Bulldogs prepare for season opener

BY PETER WILLIAMS
STAFF REPORTER

This Saturday, Dec. 9, the Bulldogs will kick off their indoor track and field season when they host the Yale Season Opener in New Haven at Coxé Cage, Yale’s indoor track and field facility.

For over 15 years, Yale has started their indoor season at home, hosting a small contingent of local Connecticut teams in Coxé Cage, with this year’s lineup consisting of Yale, Sacred Heart University and Quinnipiac University. For Yale, this meet provides the opportunity for many of the athletes to get their first taste of competition since the previous spring.

“With preseason training beginning on Sept. 7, this meet

provides our athletes with the opportunity to put on a uniform and compete in a meet situation, as most of our athletes have not competed since May,” head coach David Shoehalter explained to the News. “In addition, developing habits and routines for meet days as well as the broader season kicks off today, which is an important aspect of competing. It also provides us coaches with the opportunity to get a diagnostic and gives us something to focus on between now and January.”

Based on last season as well as preseason training, Shoehalter said that, in particular, he expects his throws group to be the team’s strength. Both teams are led by a thrower, with Matt Appel ’24

SEE T&F PAGE 10



YALE ATHLETICS

Yale’s track and field teams will kick off their indoor season at home this Saturday.

M BASKETBALL: Foul or flop? Bulldogs fall to Vermont

BY BEN RAAB
STAFF REPORTER

For Vermont, it was a fairy-tale finish. For Yale, it was a moment of disbelief and a controversial referee decision.

The Yale men’s basketball team (5–4, 0–0 Ivy) fell to the University of Vermont (7–2, 0–0 AEC) Saturday night in Burlington after the Catamounts scored six points within the game’s final second of play to steal a 66–65 victory.

“We had our best team effort of the season,” head coach James Jones wrote the News. “Thought we played together.”

Yale played from behind for nearly the entire game, taking

their first lead with 54 seconds remaining. Then, after guard Bez Mbeng ’25 sank two free throws to give the Bulldogs a 65–60 lead in the game’s final three seconds, Vermont pulled off the impossible.

After conceding a Vermont layup with 0.6 seconds left, all Yale needed to do was inbound the ball and head to the buses. However, an offensive foul called on guard August Mahoney ’24 gave the Catamounts the ball back. Vermont’s TJ Long caught the ball off an inbound play and hoisted a catch-and-shoot 3-pointer that banked in as time expired. He also got fouled on the play, and hit the free throw to win it.

“I thought August was fouled by the defender,” Jones wrote. “It was a flop.”

Vermont’s TJ Hurley fell to the ground after contact with Mahoney before the ball was inbounded. In the replay, Hurley appears to initiate the contact, grabbing Mahoney around the waist. As Mahoney tries to separate, Hurley hits the ground and the referee calls a foul.

The video circulated on social media following the game, and users expressed strong opinions on the whistle.

“That’s one of the worst offensive fouls in the history of basket-

SEE M BASKETBALL PAGE 10



YALE ATHLETICS

The Elis held a six-point lead, but Vermont won after getting the ball back on an offensive foul call to win the game.

REDISCOVERY IN EMERGENCE:

Indigenous
Heritage
Month
Special
Issue



“Wombmyn”

Graphite, Charcoal, Wax Paper, Patterned Paper,
Tangerine Peels

11” x 17”

When thinking about humans in the context of the Anthropocene, we often focus on the narrative of humans as a destructive geological force. In this piece, I consider an alternative view: humans as life givers and Earth protectors. The piece depicts the mother as the creator embracing their womb. Their hair simultaneously grows out of the top of their head and at the location of the belly button, which bonds them to their child – like the umbilical cord. Shar-

ing nutrients and feeding one another. The connection emerges out of Africa – the origin of life. I intentionally created the duality of dark hair and light space to symbolize yin and yang. Dispersed around the artwork are dried tangerine peels, representing the fruits of life and human’s interrelation with nature.

Naima Blanco-Norberg ’25

INDIGENOUS HERITAGE MONTH

Welcome to the Indigenous Heritage Month Special Issue!

Welcome to the 2023 Yale Daily News Indigenous Heritage Month special issue, celebrating the presence and emergence of the Native and Indigenous community at the University. This inaugural issue is dedicated to our Indigenous student leaders — who advocated for this issue’s publication — and to the Native American Cultural Center, which since its inception has been a pillar of institutional support for our student community.

This special issue is a labor of love stewarded from and to the Native and Indigenous student community. Thank you to our guest contributors from within our community who have poured their time and effort into creating content for this issue. Thank you to the members of the News — including reporters, desk editors, copy editors, the production and design editors, the DEI committee, audience editors, photographers, illustrators, and Management — whose work ensured that this issue came into fruition and provided this community a platform to share our ways of knowing, our issues and our sovereign lives as members of the University.

THIS SPECIAL ISSUE IS A LABOR OF LOVE STEWARDED FROM AND TO THE NATIVE AND INDIGENOUS STUDENT COMMUNITY.

The News is the nation’s oldest college daily — an epithet which reflects the News’ history of reporting and the power of our stories. Yet, it was 142 years after the publication’s founding and 110 years after the graduation of Yale’s first Native undergraduate, Henry Roe Cloud (Winnebago), that the News finally in 2020 created a special issue for the Native and Indigenous communities of the University.

As reverberated by three recent introductory letters in Yale Daily News special issues celebrating Latinx History Month, Asian American and Pacific Islander History Month and Black History Month, the News has fallen incredibly short in substantively and accurately representing people of color — it goes without saying that this is a shared experience of the University’s Native and Indigenous

community. The most recent Yale Daily News demographics report, from spring 2023, reflected zero staff members who identified as either Native or Indigenous last semester. While there have been some Native and Indigenous guest contributors in the past, there has historically been no stronghold of representation within the News’ staff.

This issue is a testament to the small yet powerful genealogy of the University’s Native and Indigenous community. In this issue, readers will find that this past month has been one of prolific contributions from our community — across students, faculty and alumni — who are beacons of inspiration and standard bearers for our generation of Native and Indigenous students. At the beginning of November, Jairus Rhoades ’26 (American Samoan), among other members of the Indigenous Peoples of Oceania, hosted a benefit concert to support relief efforts for the wildfires that devastated Maui in the summer — the deadliest wildfires in modern United States history. The next weekend, the Native American Cultural Center both celebrated its decennial anniversary and hosted the sixth annual Henry Roe Cloud conference. On Nov. 15, American Studies and history professor Ned Blackhawk (Western Shoshone) won the nonfiction National Book Award for his book, “The Rediscovery of America: Native Peoples And The Unmaking of U.S. History.” November concluded with weeklong programming from the Indigenous Peoples of Oceania in honor of Lā Kū’oko’a, or Hawaiian Independence Day, on Nov. 28; that programming featured lei-making and panels with guests prominent in Hawai i Sign Language, Native Hawaiian scholarship and political activism.

Over the past month, I have bore witness to what is not only a community committed to unstitching history, but many generations committed to resitching history. Native and Indigenous authorship will continue to be a gateway to tell our history on our own terms, and this gateway will certainly not close with this special issue.

On behalf of the News, I welcome any feedback. Please send any comments to editor@yale-dailynews.com, or to my individual email address below.

With gratitude and love to Yale’s Native and Indigenous community,
Connor Arakaki ’26 (Kanaka Maoli)
University Reporter

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Sixth Henry Roe Cloud Conference celebrates Native and Indigenous legacy at Yale



CONNOR ARAKAKI/ CONTRIBUTING PHOTOGRAPHER

Hundreds of Native and Indigenous students, faculty and alumni gathered to celebrate Yale’s sixth Henry Roe Cloud conference.

BY CONNOR ARAKAKI
CONTRIBUTING REPORTER

This weekend, hundreds of Native and Indigenous students, faculty and alumni attended Yale’s sixth Henry Roe Cloud Conference — a celebration of Native and Indigenous excellence that is hosted every four years.

The conference, which began in 2005, is named for Henry Roe Cloud (Winnebago), who graduated from Yale College in 1910 with a double major in psychology and philosophy and earned a master’s degree in anthropology from the University in 1914. With his Yale degree, Roe Cloud became a pioneer of Native American education and advocacy. The conference dedicates him as a standard bearer for current and future Native and Indigenous students of Yale to emulate.

This year marked the sixth Henry Roe Cloud Conference, which also fell on the 10-year anniversary of the Native American Cultural Center’s founding. The two-day conference celebrated the NACC’s history — particularly, the emergence of Yale’s Native and Indigenous community over the past decade — through academic and community panels, an archive gallery and performing arts showcases.

On Friday morning, Howard R. Lamar Professor of History and American Studies Ned Blackhawk (Western Shoshone), alumna Meghanlata Gupta ’21 LAW ’25 (Ojibwe) and co-president of the Native and Indigenous Students at Yale Mara Gutierrez ’25 (Diné/ Navajo Nation) spoke at a panel on the importance of Indigenous Studies at Yale.

Gupta, who graduated from Yale College with a degree in ethnicity, race and migration and is currently a second-year student at the Yale Law School, said that her undergraduate grounding in Indigenous studies, now applied in a legal context, has been “empowering.”

“Knowing and understanding Native history to a rigorous level is really important for vindicating our rights and ways of life in the present day, so I think that history becomes an integral part of our ability to survive across generations and to pass down knowledge,” Gupta said at the panel.

At the panel, Blackhawk — the first and only tenured Native American in the University’s Faculty of Arts

and Sciences — spoke on the current institutional barriers to creating a Native and Indigenous studies certificate or major. Blackhawk said he believes that with higher numbers of Native and Indigenous tenured faculty in Yale College and senior faculty within the sciences, there could be “a lot of strength” to create a standalone major or certificate — especially with administrative support and commitment. All current Native and Indigenous faculty at Yale College teach in the ER&M, English, history and American studies majors.

In the afternoon, alumna Haylee Makana Kushi ’18 (Kanaka Maoli), the first Native Hawaiian president of the Native and Indigenous Student Association at Yale, Mikiala Ng ’24 (Kanaka Maoli), Jairus Rhoades ’26 (American Samoan) and Dane Keahi ’27 (Kanaka Maoli) spoke at a panel on the recent growth and lasting presence of Pasifika students in the University.

During the panel, all four Pasifika students expressed gratitude to the NACC for being a space that evolved to support globally Indigenous communities such as those within Oceania.

“For Native Hawaiians and for students from the Indigenous Pacific more broadly, the NACC was an amazing space that really welcomed me,” Kushi said at the panel. “I would have struggled to make it through, and perhaps would have transferred had the NACC not been there.”

Five years after Kushi’s graduation, Kushi said, the NACC remains a place where the presence of Pasifika students is legitimized and recognized.

Ng specifically credited the NACC for being the home base for the Indigenous Peoples of Oceania, a student organization created for Pasifika students now that there is a critical mass within the University community.

“The NACC has ensured that our community spans more than Native Hawaiians, but to Pasifika communities,” Ng said at the panel. “In my senior year at Yale now, I’m so honored and so excited that [the] IPO is here and thriving.”

On Saturday, the conference kicked off with another panel featuring current NACC Dean Matthew Makomenaw (Odawa Tribe), former NACC Dean Kelly Fayard (Poarch Band of Creek Indians), ER&M Assistant Professor Tarren Andrews (Confederated Salish/Kootenai Tribes) and former Native admissions officer and alumna Dinée Dorame ’15 (Navajo

Nation). In honor of the 10-year anniversary of the NACC, the panel discussed the milestones of the cultural house’s history, such as the official construction of the center, the mobilizing of Native students in intersectional issues such as the renaming of Calhoun College and the creation of the ER&M program.

The panel was followed with a performance by the Yale Guild of Carillonneurs of “Into the Glittering World” by Connor Chee (Diné) at Harkness Tower. Later in the evening, a reception honored the conference’s awardees for the Community Ally Award, Distinguished Alumna Award and Distinguished Alumnus Award — George Miles ’74 GRD ’75 GRD ’77, Raina Thiele ’05 (Dena’ina Athabaskan/Yup’ik) and Robert Warrior DIV ’88 (Osage), respectively.

Miles, the lead curator of the Western Americana exhibit at the Beinecke Rare Book and Manuscript Library was awarded the Community Ally Award for his contributions to archival work within Native American scholarship. Thiele, the Tribal Outreach leader under the Obama administration, was honored for liaising between the White House and American Indian and Alaskan Native tribes. Finally, Warrior was recognized for spearheading Native and Indigenous Studies within academia, as the first Native American president of the American Studies Association and the founding president of the Native and Indigenous Studies Association.

For Warrior, although his studies at the Yale Divinity School were an important reckoning with the University’s colonial and missionary history, he said he also cherishes the University for providing him the academic grounding for his future scholarship.

“I really have always valued that this institution allowed myself and other Indigenous students their own intellect, and passion for learning,” Warrior told the News. “For students today, that is remembering that it’s academic excellence that brings you here, and everybody has this sort of excellence behind them.”

In celebration of Indigenous Heritage Month, the NACC will be hosting its annual Indigenous arts night on Nov. 14.

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SPISSUE

Students, faculty celebrate founding of Indigenous Peoples of Oceania cultural group

BY ADA PERLMAN
CONTRIBUTING REPORTER

When Joshua Ching '26, a Native Hawaiian student, entered Yale College last fall, he embarked on a journey to find community.

His search began with the decision to sign up for professor Hi ilei Hobart's seminar, Indigenous Food Sovereignty.

"I ranked it number one because I recognized that her name was Hawaiian and I was like, 'Oh this will be kind of cool,'" said Ching.

Ching's start at Yale last fall coincided with Hobart's arrival. Hobart, a professor in the Ethnicity, Race and Migration department, is the first Native Hawaiian faculty member in Yale's Faculty of Arts and Sciences.

Ching described Hobart as one of his most important mentors in his time at Yale, and he is now her research assistant.

"It was kind of serendipitous that her start coincided with the influx of other Hawaiian and Pasifika students," said Ching, noting the strong community he entered upon arriving at the University.

Outside the classroom this year, Ching helped to officially found the Indigenous Peoples of Oceania at Yale. He currently serves as the group's executive director and works to provide a space for students who identify as indigenous to Oceania.

The group has also organized events such as the recent concert for Maui wildfire relief. In addition to these efforts, Ching has devoted much of his academic study to the history of his people.

"A lot of my academic work here at Yale has centered around the Pacific and Hawaii in particular. The cultures I grew up in and the histories that I've come to know as my own have such an important place in institutions like Yale, where there is a severe lack of not only representation but reckoning with imperial history," said Ching.

Jairus Rhoades '26, who directed the recent benefit concert, described this community of students as essential to his time at Yale.

"Talking with all of the Natives at the NACC felt like talking with people with truly relatable experiences and heritages," he wrote



SHAKEL MCCOOEY / CONTRIBUTING PHOTOGRAPHER

The student group Indigenous Peoples of Oceania is providing community to students at Yale.

to the News. "The constant sense of restlessness with my identity as a Samoan, Filipino, and white person saw tranquility and settlement immediately. The regulars at the NACC are some of the funniest and most beautiful groups of people I know on campus."

This year, the Native American Cultural Center is celebrating its tenth year of existence.

The group of students has not only provided community to undergraduates, but also to Professor Hobart.

"I tell the Pasifika students often that, while they may not realize it, they are community for me, too, here in Connecticut ... These students are teaching me, and those around them, what it means to bring home with you," wrote Hobart.

The sentiment is not lost on her students. Inspired by Hobart's seminar, Ching, along

with other IPO members Kala'i Anderson '25 and Connor Arakaki '26, participated in repatriation efforts to return remains held at the Peabody Museum to their home in Hawaii last fall.

Ching described the repatriation process as an important reckoning with Yale's complicated history with the Pacific.

Hobart also expressed gratitude for the students involved in the process.

"I was so lucky to arrive at the same time as this incredible influx of Islander students who are establishing [a] powerful, politically engaged, and culturally vibrant presence on campus," Hobart wrote to the News. "What they are doing right now paves a path for future Pacific Islander presence here at Yale."

Ching noted a hope to see more professors who are from the Pacific and who study the Pacific.

In addition, he expressed wanting to see more Native languages offered, noting that this is the first year that Yale is offering Cherokee. He mentioned that Stanford has taught Hawaiian language for several years and recently started a Samoan language program.

"My biggest hope for this community is that it continues at its breakneck pace in programming and outreach and that more people, both allies and Natives alike, join us in partaking in the joy that is celebrating Native stories," wrote Rhoades.

Ching, Rhoades and Hobart all look forward to the growth and success of Indigenous Peoples of Oceania in the future.

Yet Rhoades also told the News that while he hopes the group will gain more recognition in the broader Yale community, it has already established a

strong support system among its members.

"IPO, with its current leadership, is a group I would advise people to watch out for. Events happening almost every week that flush out so much of the beautiful yet endangered cultures that Pasifika communities are brimming with come at the effort of well-abled students and supportive faculty who have a passion for their community that is unique because of its smallness," he wrote. "In these small numbers, though, we still find so much affirmation and support from the Native community because of the universality of our painful pasts."

The Indigenous Peoples of Oceania group began in the fall semester of 2023.

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Yale American Indian Science and Engineering Society chapter wins national award

BY CONNOR ARAKAKI AND OMAR ALI
STAFF REPORTERS

The Yale Chapter of the American Indian Science and Engineering Society, or yAISES, recently won the Stelvio J. Zanin Distinguished Chapter of the Year Award at the National AISES conference hosted in Spokane, Washington. The award recognizes the college chapter of AISES that best exemplifies excellence in STEM through outreach, professional development, chapter recruitment and community service.

During the three-day national conference — which featured 196 college and university chapters, three tribal chapters, and 500 different STEM employers — AISES students met with internship recruiters, toured colleges and STEM industries in the local area and met with leading Indigenous figures in STEM.

The Yale chapter of AISES won first place in the conference's Student Hackathon. The students created a Google browser extension that added chatbots to travel websites that recommend clean energy decisions related to tourism.

For current yAISES Co-Presidents Madeline Gupta '25 (Sault Ste. Marie Tribe of Chippewa Indians) and Jordan Sahly '24 (Eastern Shoshone), attending the national AISES conference felt like proof that being Indigenous and interested in STEM are not mutually exclusive.

"Something we focus on a lot is how science at its core is Indigenous, and Indigenous people were the first scientists on these lands — especially when it comes to waterways and taking care of the earth," Gupta said.

For Kyra Kaya '26 (Kanaka Maoli), attending the national conference was an important networking platform because it is one

of the few opportunities where students get to interact with the Indigenous people in STEM.

Kaya said that the community has grown tremendously at Yale in the past years, but it is still a relatively small group relative to all of STEM at Yale.

Gupta told the News that she believes yAISES has existed for over a decade but dissolved in 2019 and did not resume during the COVID-19 pandemic.

In December 2021, however, Gupta and Mara Gutierrez '25 (Diné/Navajo Nation) revived yAISES. Prospective data science and chemistry students, respectively, Gupta and Gutierrez said that they were motivated to restart an AISES chapter on campus after recognizing a dearth of Indigenous representation in their STEM courses and extracurricular activities.

Members of the organization say they have committed to promoting the visibility of Indigenous students in STEM — not only within the University community but also in the workplace.

"A lot of our work is really going off [the phrase], 'you can't be what you can't see,'" Gupta said. "And so we try to connect our students with people that have done this and are successful in their careers and industries that have to do with STEM, whether it's graduate school, or an industry job: making sure our students know that representation is out there and exists."

To do so, yAISES also hosts speaker events in order to support their members' professional development. Last year, the organization hosted a College Tea in collaboration with Morse College, featuring Larry Bradley who is involved in related anthropological and archaeological work.

yAISES meets every Friday at the Native American Cultural

Center to plan community events. During these meetings, Sahly emphasized that yAISES members have shown a "strong commitment" to learning Indigenous approaches to science, ecology and environmental studies.

"Historically, Indigenous peoples were scientists and observed medicine and foodways — being Indigenous and STEM is something that's always been a part of Indigenous culture," said Matthew Makomenaw, director of the Native American Cultural Center.

This semester, yAISES also began working on college application outreach — especially in the wake of the United States Supreme Court decision that axed affirmative action. Called the "Branches Program," the program matches undergraduates at the Native American Cultural Center to Indigenous high school students who are applying to colleges this year.

In addition to providing college application and essay writing assistance, yAISES provides support for students looking to pursue STEM undergraduate courses and professional development in higher education.

"For the up-and-coming scientists, who haven't even really broken into our upper-level sciences, we can make sure that they make it all the way to upper-level education," Sahly said. "And so our chapter has been really committed to how we can find these pathways into STEM, specifically at institutions of higher learning."

Although yAISES members credited Yale for providing institutional funding — which allowed 10 members to attend the national AISES conference — members like Kaya believe that the organization is one of the only gateways for Indigenous students to interact with the sciences at Yale.



COURTESY OF MADELINE GUPTA

Earlier this month, the Yale American Indian Science and Engineering Society won the Chapter of the Year award at the National AISES conference, recognizing Yale's chapter as the one that best exemplifies excellence in STEM.

Gupta urged that the University hire more Indigenous faculty within the sciences, which she believes would provide additional institutional support to Indigenous STEM students.

"If you look towards Yale's STEM departments, you'll notice that they don't tend to reflect the same [Indigenous] diversity that the humanities departments do broadly."

yAISES will host its next College Tea on Pathways to Big Tech at Saybrook College on Nov. 13.

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SPISSUE

Eight questions with professor Tarren Andrews



COURTESY OF THE RACE, INDIGENEITY, AND TRANSNATIONAL MIGRATION CENTER AT YALE

Andrews, an assistant professor of Ethnicity, Race and Migration, discussed her career, background and time at Yale.

BY MADELINE GUPTA
CONTRIBUTING REPORTER

Tarren Andrews joined Yale as assistant professor in Ethnicity, Race and Migration in 2022. Her scholarship employs critical Indigenous studies to “(re)evaluate and (re)narrativize histories” of the early medieval North Atlantic before 1100, according to a biography that Andrews sent to the News.

Andrews’ forthcoming book takes a transtemporal approach to law and literature, examining textual and material artifacts from the early medieval North Atlantic to better understand the earliest formations of Anglophone settler colonial logics as they are manifested in U.S. and Canadian settler law. In addition to this upcoming monograph, she contributed the opening lines — ln. 1-12 — in the 2021 translation of Beowulf by All. The citation for this translation includes the Flathead Indian Reservation where Andrews grew up, which she credited as a co-author to honor the relationship between land and language.

Andrews received her doctorate in English from the University of Colorado, Boulder. She has graduate certificates in Native American and Indigenous Studies, Culture, Language and Social Practice and College Teaching.

I sat down with Professor Andrews to learn more about her career, background and time at Yale.

1. What inspired you to pursue a career in critical Indigenous Studies? And how has your background influenced your academic journey?

Professor Andrews:

I did not really know Indigenous Studies was an academic discipline, actually, until I got to my PhD As I was applying to PhD programs, I knew that I wanted to pursue the kind of ways of thinking and intellectual traditions that I had grown up with back home after teaching at SKC, which is Salish Kootenai College, the tribal college on my home reservation. A little bit of my origin story there is that after I finished my masters at the University of Montana, I taught for a year abroad and then when I came home, my grandparents were at a point of transition in their life. I knew I wanted to be home. They had raised me, and I knew I wanted to be home to help them with that transition. So, I stayed on the reservation and I worked for a year adjuncting at Salish Kootenai College.

When you’re adjuncting, especially at a kind of small institution, you just end up kind of teaching all sorts of random stuff, although I was primarily based in the liberal arts department. During the winter quarter, I was teaching this class called Intro to Humanities. There wasn’t a set syllabus, but because in winter we’re allowed to tell coyote stories — they’re seasonally bound for us — I had a unit on coyote stories and creation stories more broadly. As part of that unit, I had Chauncey Beaverhead, who is an elder from our culture committee, come in and tell stories for a day. Then for another day, we read some stories in translation out of the Norton Anthology of pre-1865 American Indian literature. At the time, I had come out of a master’s degree that was in Medieval Studies and I had been really intrigued by this move towards “Global Middle Ages.” So, in this unit on creation stories, I really wanted the students to think about chronology — to kind of assign a year to the story because I was hoping if we could arrive at a year, that was 1200, or 1100, or something, I could be like, “Oh, well, look, here’s

what was happening in Europe at the time, right?” I still had such a Eurocentric understanding of the academy. As I was asking the students to give me a year, when do you think it came to be, and there’s a woman who sat in the front row, who beaded as a note-taking device, which is still the coolest thing I’ve ever seen. She was Lakota, and we were reading Lakota stories. She just was very nonchalant. She was like, “Oh, my grandpa said that came from the time that we were by the water.” That moment undid me in a really radical way. It made me confront several things about myself. Number one, that I was back in my home community, and I was a teacher, which was a dream of mine that I think I always had, but had never really realized. But I was doing that job from such a Western perspective. I went in there with a master’s degree in medieval studies thinking that I was going to do something with that. I just was undone by this chronology. I really had to encounter myself and who I wanted to be not as a teacher, but as a Native woman in a classroom. So then I was just like, oh, man, that dating scheme accounts for so much more than 1200 or 1400, or like any numerical date could have done. There was relationship and removal and movement and care. All of these things that come from when someone lives by the water were kind of encapsulated in that date.

I was luckily in the midst of writing up PhD applications at the time, and I was like, I want to be myself in this next phase of my academic career. I want to be myself and I don’t want to see my identity as an Indigenous person as something that I engage with at home and then not in the classroom. I applied to PhDs on those grounds and when I got to Colorado, I took Indigenous Thought and Theory with Danika Medak-Saltzman and it blew my mind. That’s where I sort of started to understand Indigenous Studies as an academic discipline. It was really that one day, that one moment in that classroom that made me decide to pursue that in a different way. I had a very different educational experience kind of leading up to that.

2. Your research takes a transtemporal approach to law and literature. Can you explain this approach and how it helps in re-narrativizing stories of the early medieval North Atlantic?

Professor Andrews:

By transtemporal, I evoke and have coined [it] — not entirely like other people have talked about things that are transtemporal — as a way to offer a different word than transhistorical. By transtemporal, what I mean, is really, that the times and places that we often imagined to be disconnected, sort of post 1492, America and early medieval England in my case. I argue that they are in fact, not disconnected at all, that there is both a linguistic and also an ideological genealogy that’s connecting both of those places. When I think about my work as transtemporal, what I mean is tracing all of the various timelines that have contributed to the construction of these places, both as real and imaginary — kind of like tracing those timelines back in whatever configuration they end up being intertwined. I think that it is also equally important to study a place and its own kind of time and cultural milieu — it has to be both historical and transtemporal. Understanding much of what happened in early medieval Europe as having conse-

quences or having a relationship to what’s happening now, number one, makes the early medieval past relevant for us in ways that are important. It also allows us to see differently, these sort of moments in the past that had a very specific impact in their own time and place that have a very different but related impact now.

I think telling new stories about the medieval North Atlantic is an opportunity, especially for Indigenous scholars to do several things, the first of which is to exercise intellectual sovereignty. It is just really cool to look at old books. It’s so nice, and it’s fun. I think there’s something that is rigorous in a really fun way about learning these languages and learning how to read Gothic script. For me, it’s an act of intellectual sovereignty, but it also gives us an opportunity separate from what is pleasurable about scholarship to think specifically about how we perhaps have done ourselves a disservice by thinking about settler colonialism as something that just sort of explodes into existence at this moment of contact. What kind of credence is that actually giving settlers and colonists saying that they were just experts at this when they arrived? I don’t want to give them that much credit, to be honest. So, for me trying to understand a deeper pre-contact history of settler colonialism as a structure that was always developing, that is, in fact, tied not necessarily to the encounter between colonizer and Indigenous person, but rather deeply embedded in the linguistic and cultural traditions of these people who come to then be colonizers is a useful way to expand and push and reconsider deep histories of settler colonialism in the service of then imagining very different futures. If we’re going to imagine our way out of where we’re at right now, if we’re going to imagine our way into a different set of relations, we have to have a really deep understanding of the past.

3. How does incorporating Indigenous perspectives and methodologies transform our understanding of this early medieval North Atlantic history? Are there any specific examples that you would point to?

Professor Andrews:

I have an example that is both kind of specific and also kind of general at the same time. I was interested, when I first got into this sort of line of inquiry, about how cavalierly people use the terms “conquest” and “colonization” when they talk about medieval Europe. There’s any number of medieval texts that are titled “Conquest something, colonization something” and almost always that’s done in relation to the Norman Conquest of 1066. That is seen as the kind of radical dividing line between the “early medieval” and “medieval.” The “early medieval” being the boundary of a past that we have no relationship to, that is so ulterior that we only are engaging with it in this kind of mystical fashion, and then a version of the “medieval” past that does have some continuity with the early modern and thus the modern. I think that Indigenous studies in particular, we are attuned to hearing words like conquest and colonization in a different way, in a very embodied way, in a very felt way, and, for me, the kind of inclusion of Indigenous methodologies specifically as they are articulated by Indigenous peoples allows us to be much more specific about these words that have structured so much early medieval scholarship, but without the kind of critical attention to not just their denotation, but their connotations. So, it gives us a different relationship to the vocabulary that we’re already using to talk about the medieval world.

4. You’re passionate about language revitalization and translation as well. How do you see these practices contributing to the preservation and empowerment of Indigenous cultures?

Professor Andrews:

To my mind, there is no more central question for Native communities than language revitalization. Language as a thing that unites people, language as a container for all sorts of epistemological and ontological foundations, language as an inheritance, language as something that’s felt, language is something that makes poetry, language is something that makes story. There is nothing

quite as central to Indigenous revitalization, broadly Indigenous cultural revitalization, as language revitalization.

I’m very fortunate to come from a community that’s had a dual immersion school for quite some time. Students can go from pre-K through eighth grade before they have to matriculate into local high schools. There’s also an adult apprenticeship program, which I will say was honestly, my plan after graduate school. I had aspirations but no expectations of finding a tenure track job in a place that I would want to be in. I was set and ready to go home and join that apprenticeship program and just get into it with language revitalization. It’s absolutely central that we’re teaching kids, that we’re teaching adults, that we are, in turn, then, feeding our elders. I’m convinced that tribal nations that have really robust language programs, especially where elders are working with little kids, those elders live longer. That’s only anecdotal. I have no factual basis for that. But, I think they do, because it gives them something in return to see themselves come alive again, in a new way in this generation, because there is, in many tribal communities, a lost generation.

My mom, she grew up just off the reservation. She spent summers on our family’s original allotment land in Hot Spring, but my Grandpa never really talked to her about what it meant to be Indian. She knew she was Native, but it was not part of the discourse all the time. By the time I was born my grandpa had quit working at the aluminum plant and started working for the Tribe in the lands department. He then started to have a different relationship to being Native. So I grew up knowing, and I grew up with it being talked about all the time. I think, as we see these generations get brought back into the fold, language is just the thing that I think really emphatically stamps this revitalization. I don’t see robust paths forward to cultural resurgence without language revitalization.

5. What emerging topics or trends and Indigenous studies are you most excited about and how do you plan to engage with them in your work at Yale?

Professor Andrews:

I am most excited about the fact that we are starting to think about Indigenous Studies, not just as a siloed discipline or discipline that sits in ethnic studies or discipline that sits in American Studies, but as a discipline that exists everywhere. I’m particularly inspired, even though I’m not a STEM person with your work, Madeline, with the Yale American Indian Science and Engineering Society and thinking about the fact that Indigenous data science is Indigenous Studies, right? We should be hiring people who are brought into the fold of Indigenous communities on campus, but whose tenure line is in data science, you know what I mean? We should be hiring Native people in all of these different areas.

I think now we’re seeing a proliferation of the field that is really encouraging this expansion. When you see cluster hires coming in from other institutions, they’re hiring someone in environmental science and someone in psychology and someone in English. They’re really trying to understand Indigenous studies not as a siloed discipline, but as a methodology, as a field that belongs in every discipline. I find that really encouraging. Of course, that’s coming with some growing pains, right? The field expanding also asks us to rethink, to be very careful and very thoughtful about the relationships that we’re trying to make with one another, and with these departments that we’re finding ourselves in.

I’m most excited by the fact that Indigenous Studies is not one discipline anymore, and that it’s being seen as integral to all kinds of disciplines. I think that’s where we always needed to head and I’m excited to see that that’s where we’re going. That being said, I think there’s a reason that Indigenous Studies started in the humanities, specifically, in literature and history departments, because there is something so unique about Indigenous storytelling traditions as an ideological and an epistemological engine for whatever happens next. We need a core center of storytelling. I worry a little bit that the proliferation hasn’t also come with a kind of intense focus on maintaining a core storytelling tra-

dition. I am cautious about what it means to keep stories at the center of all of this.

5. What challenges have you faced in bringing Indigenous perspectives into mainstream academic discourse? How have you navigated these challenges?

Professor Andrews:

I think medieval studies as a discipline, which is the place that I am bringing Indigenous Studies to, in a way that’s maybe unexpected from some, has been for me a generally welcoming space. But, I’m not always legible. I’m not always legible as a medievalist, to some people. I’m not always legible as an Indigenous Studies scholar, either, by virtue of the medieval subjects of my work. But in general, Medieval Studies has been really welcoming. I think that the concern that I’ve had is [that] medieval studies has perhaps been too quick to embrace Indigenous thought and theory because there’s not many medieval or there’s not many Indigenous people in medieval studies. Myself, Wallace Cleaves, Adam Mayashiro, Sarah LaVoy-Brunette. There’s four of us, and so I do worry about, in a discipline that is so predominantly non-Native, how do you make sure that we’re not being appropriated? How do you make sure that we’re not just lenses? How do you make sure that people who are trained in a kind of humanitarian discourse or a humanities discourse that is used to appropriating theories like psychoanalysis or Marxism or whatever know that Indigenous Studies is not that. It’s not a theory to be appropriative. How do you make sure that we’re doing the work that feels impactful, and true to the scholarship, and welcoming? I think we do want it to be welcoming to everyone, while also balancing it being kind of run away with by non-Native people in a field that just doesn’t have Native representation yet. I’ve been thinking about that. How do we make sure that the engagement is on our terms, while also being welcoming to everyone? Who wants to think with us?

6. What advice would you offer to students at Yale, both Native and non-Native who are interested in exploring Native American and Indigenous Studies?

Professor Andrews:

Read a lot. Read a lot of Native authors. I don’t just mean academic authors, I mean poets and fiction writers. Read and engage in the stories that are being told. I think that’s a nice way for people who don’t have community connections yet to do the work to be thinking about epistemology and storytelling in a way that’s accessible and intentional on behalf of Native storytellers. This community here at Yale is so welcoming and so careful and so bright and so brilliant. You couldn’t ask for a better group of people to come in and learn from here. My advice is very Nike-ish, in the sense of, just do it. My second piece of advice beyond that is to really engage. I don’t care what disciplinary angle you’re coming at Indigenous Studies from, but you should really engage in the literature of Indigenous writers.

7. In your research, you seek to imagine anti-colonial futures. Can you share your vision for what these futures might look like?

Professor Andrews:

I think they look really collaborative. I think they look really intersectional. I think they look very local. I will say that as I’ve really thought about this question, I’ve imagined that only in the spheres that I operate in. I have imagined thinking of it back home, where I would love for relationships between the tribe and the county to be so much better than they are. I have thought about it here where I would like to see maybe 12 more faculty, to be quite honest. And, two more houses or something. I’ve been thinking about it in those ways. I think more broadly what I want my work to do, in terms of this question of anti colonial futures, is to open up avenues for other people to feel like they can imagine in the directions that I’ve been imagining. There’s not going to be one imagination, there’s not going to be one future, there’s going to be many, many different futures. I think all of them are collaborative. I think that they’re each going to be really specific to the place and the imaginator.

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SPISSUE

Yale historian Ned Blackhawk’s ‘The Rediscovery of America’ wins National Book Award

BY CONNOR ARAKAKI
CONTRIBUTING REPORTER

Yale historian Ned Blackhawk (Te-Moak Tribe of Western Shoshone) won the National Book Award in nonfiction for his fourth book, “The Rediscovery of America: Native Peoples And The Unmaking of U.S. History” on Nov. 15. Published in April by Yale University Press, “The Rediscovery of America” is a reappraisal of the past five centuries of U.S. history that argues for the centrality of Indigenous peoples in the nation’s evolution.

The national bestseller was shortlisted for the nonfiction National Book Award on Oct. 3 and since has been named a New Yorker Best Book of 2023, New York Times Notable Book of 2023 and Washington Post Notable Work of Nonfiction of 2023, along with winning the National Book Award’s nonfiction category.

Other nonfiction finalists for the 2023 National Book Award include Cristina Rivera Garza’s “Lili-ana’s Invincible Summer: A Sister’s Search for Justice,” Christina Sharpe’s “Ordinary Notes,” Raja Shehadeh’s “We Could Have Been Friends, My Father and I: A Palestinian Memoir” and John Valliant’s “Fire Weather: A True Story from a Hotter World.”

At the award ceremony, Blackhawk began his finalist reading with the question in the introduction of “The Rediscovery of America”: “How can a nation founded on the homelands of dispossessed Indigenous peoples be the world’s most exemplary democracy?” In the reading, Blackhawk noted that he considers this to be the question that “haunts” America, and underscored later in his finalist reading that “it is time to reimagine U.S. history outside the tropes of discovery.”

Several Yale faculty across Native and Indigenous studies told the News that they support Blackhawk’s self-described “reimag-

ining” as a critical intervention in academic understandings of American history. lecturer Stephen Pevar — who currently teaches “Advanced Federal Indian Law: Contemporary Issues” at the Yale Law School — told the News that “The Rediscovery of America” is an “enormous contribution” that “starts the discourse on not only what happened to American Indian tribes, but how these Indigenous peoples in turn influenced United States history.”

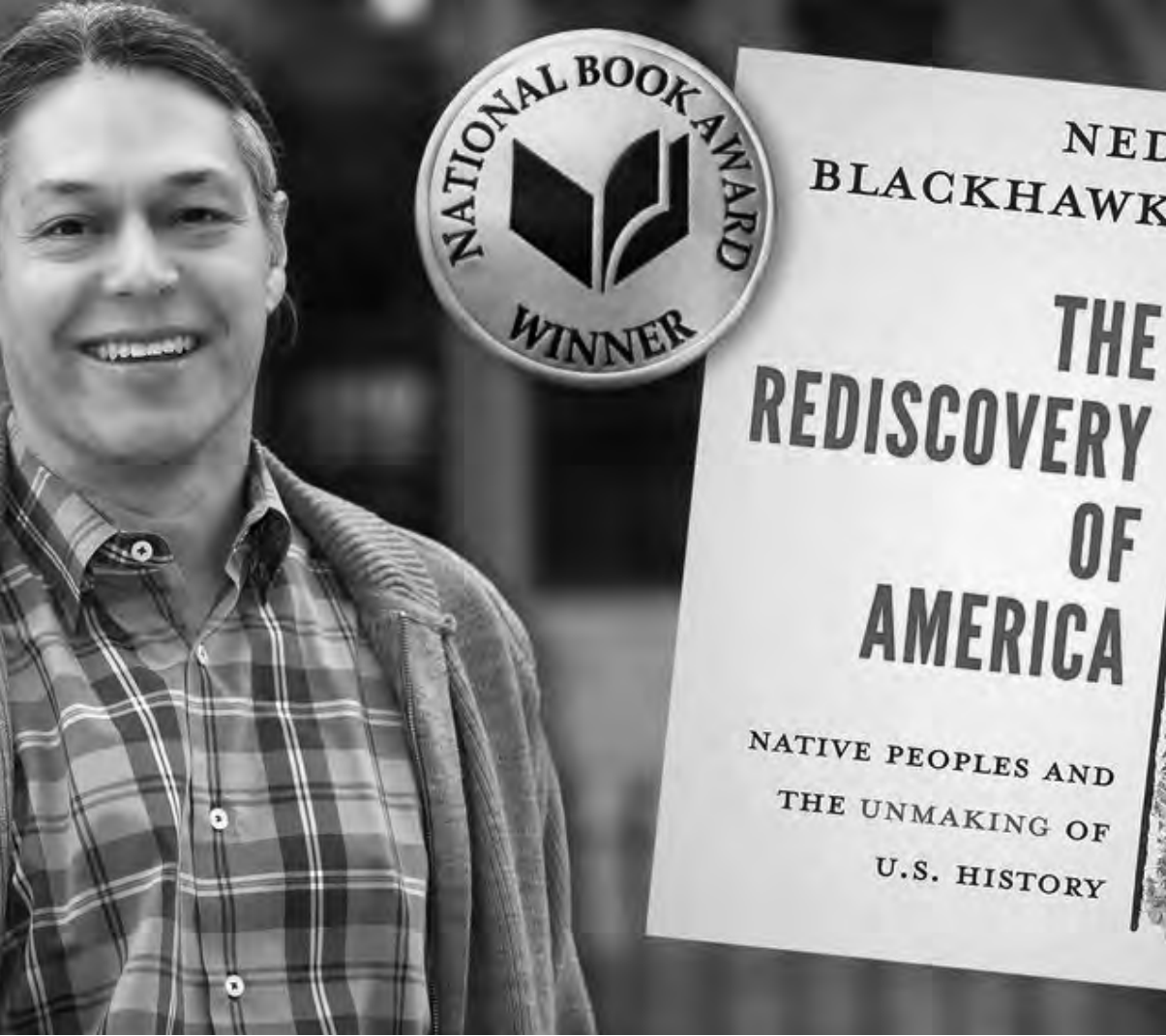
Echoing Pevar, Tarren Andrews (Confederated Salish/Kootenai Tribes), an assistant professor of ethnicity, race and migration, said that “The Rediscovery of America” is a text that “changes minds in intellectual strongholds” and a necessary historical critique.

“If you want to have an American national canon, then by that logic, [the national canon] has to be built on the people who were telling stories here first,” Andrews said.

According to the National Congress of American Indians’ 2019 “Becoming Visible” report, only one-third of 28 surveyed states allocated funding for Native American education curricula and less than half of surveyed states required Native American education to be taught in K-12 schools.

Citing this report, Pevar told the News that Blackhawk’s latest project aims to fill a dearth in Native and Indigenous curricula in secondary and higher education. According to Pevar — who has taught federal Indian law for the past two decades at the University of Denver School of Law and the New York University Law School — there has been a growth in foundational federal Indian law courses across law schools in America. He noted, however, that fewer than 10 law schools have advanced federal Indian law courses such as those offered at Yale.

“In the future, I hope law schools can first increase their offerings in federal Indian law, and second, recognize federal Indian law as a part of American law,” Pevar said.



YALE NEWS

On Nov. 15, Yale historian Ned Blackhawk (Te-Moak Tribe of Western Shoshone) won the National Book Award for his fourth book.

Referencing Pulitzer Prize-winning poet Natalie Diaz’s (Mojave) upcoming advanced creative writing seminar, “Breathing Poetry into the Archives,” taught in the spring semester, and the over-enrollment of her current fall semester courses “Critical Reading Methods in Indigenous Literature” and “Indigenous Thought and Anticolonial Thought,” Andrews believes that “The Rediscovery of America” supports what is also an Indigenous literary movement at the undergraduate level.

“Students who are interested in literature and storytelling more broadly, are showing every day that they’re really committed to learning about Indigenous stories,” Andrews said.

Both Pevar and Andrews told the News that “The Rediscovery of America” not only increases student engagement with Native and Indigenous studies but also supports the Native and Indigenous student community, who see Blackhawk’s academic work as an inspiration for their own coursework.

“Professor Blackhawk, more than anyone I’ve encountered here, is so committed to the student community and the faculty community. He’s so committed to Indigenous representation that more than anything it felt like a win for all of us,” said Andrews.

Blackhawk is also the author of “Violence Over The Land,” which won the Frederick Jackson Turner Award and the John C. Ewers Award, among other accolades.

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Students, professors reflect on YLS’s expanded Federal Indian Law course offerings

BY ADAM WALKER
STAFF REPORTER

Before coming to Yale Law School, Lexie Holden LAW ’25 (Choctaw Nation) worked on advancing the interests of Tribal Nations and their members through policy and advocacy.

Prior to submitting her application to Yale Law School, Holden spoke with members of the Native American Law Students Association. During these interactions, she said she gained valuable insights into their experiences and the Federal Indian Law course offerings at the Law School. Holden said that this information played a crucial role in her decision to attend Yale Law School.

“Choosing a school that had multiple Federal Indian Law courses was critical to making sure that what I wanted to do on the ground lined up with what I learned in the classroom,” Holden told the News.

According to the Native American Rights Fund, Federal Indian Law is defined as the body of U.S. law — including treaties, statutes, executive orders, administrative decisions and court cases — that shape the “unique legal and political status” of federally recognized American Indian and Alaska Native tribes. This area of American law oversees the relationship of these tribes with the government.

For at least 20 years, Yale Law School has offered an introductory course on Federal Indian Law. In 2022, Yale Law School also began offering advanced courses due to increased interest, according to data provided by Alden Ferro, a spokesperson for Yale Law School. Yale Law School has also previously offered a Saginaw-Chippewa Disenrollment Clinic where students could assist in fighting for the rights of members of Michigan’s Saginaw-Chippewa Tribe.

“In general, the world has begun to at long last look at what the colonizing nations did to the Indigenous peoples of the world,” Stephen Pevar, a visiting lecturer in Law who currently teaches Advanced Federal Indian Law: Contemporary Issues, told the News. “These [new] courses

reflect growing concern and interest in learning about what happened to the indigenous peoples and what rights they have.”

Pevar told the News that upon the establishment of the United Nations Declaration on the Rights of Indigenous Peoples in 2007, the U.N. formally acknowledged the historical injustice perpetrated by European countries during the colonization of Indigenous peoples. This recognition, he said, underscored the importance for successors of colonizing nations around the world to address their past wrongs and to incorporate Indigenous rights into their society through laws and policies.

He also spoke about how Federal Indian Law has gained a great deal of interest within the legal field in recent years.

“Within the last 20 years, entire law firms have been built to the legal assistance of Indian tribes,” he said.

Pevar used Indian gaming operations, which comprises all gambling operations within Indian reservations and tribal lands, as an example. According to Pevar, last year gaming tribes generated 40 billion dollars in income as a result of contracts between tribes and casino vendors.

He also said that many students in his class are drawn to the subject because they have been directly impacted by Federal Indian Law. One of his students, Meghanlata Gupta ’21 LAW ’25 (Sault Ste. Marie Tribe of Chippewa Indians), highlighted the significance of learning Federal Indian Law.

“I think Federal Indian Law is incredibly important and I think it’s an integral part of a legal education,” Gupta told the News. “Federal Indian law encompasses every sort of law that you can think of with just the lens of tribal communities, tribal nations and Native peoples.”

According to Gupta, many law professors have told her that an entire 1L curriculum could be formed solely with Federal Indian Law classes. To her, the suggestion illustrates the importance of Federal Indian Law as a whole to the legal field due to the wide array of subjects it covers.



MADelyn kumar/senior photographer

YLS professors and students spoke about the gravity of Federal Indian Law studies as Yale began offering advanced courses in 2022.

She also spoke about why, in her view, all law students should be exposed to Federal Indian Law.

“We are all going to be interacting with Native people or Native communities in some way, and Federal Indian Law really requires a unique set of skills and approaches and questions that are really important to learn about,” she said.

Gupta mentioned her work over the summer with National Public Radio, where she reported on the Supreme Court. She said she worked alongside Nina Totenberg, NPR’s American legal affairs correspondent, on cases that went up to the Court. She called it an “incredible experience.”

Gupta said she was particularly affected by the Haaland v. Bracken case which involved the 1978 Indian Child Welfare Act.

On June 15, the Supreme Court upheld ICWA in a 7-2 ruling. The federal law gives tribal governments jurisdiction in the proceedings of Native children on tribal lands during child custody cases. In the Court’s majority opinion, Justice Amy Coney Barrett asserted that ICWA was constitu-

tional. The Court further emphasized that it was permissible for the federal government to regulate family law matters in the realm of Federal Indian Law.

“Congress’s power to legislate with respect to Indians is well established and broad, even when it impacts family law, an area that is primarily a state responsibility,” Barrett wrote in the majority opinion. “It is true that Congress lacks general power over domestic relations ... but the Constitution does not erect a firewall around family law.”

Pevar underscored the significance of the ICWA ruling, highlighting that a majority of cases involving Indian tribes brought before the Supreme Court have historically ended in losses. According to Pevar, over the past 50 years, more than 80 percent of such cases have resulted in unfavorable outcomes for Indian tribes.

He emphasized that among scholars of Federal Indian Law, it is a well-known understanding that Supreme Court decisions often lean against the tribes. According to Pevar, the recent decision stands

out as particularly noteworthy given this context.

“A 7-2 ruling was pretty amazing, particularly in this case,” he said.

Another Yale Law School professor, Gerald Torres LAW ’77, who teaches the introductory Federal Indian Law course, emphasized how studying Federal Indian Law can push students to see the limitations of the Courts’ various interpretations of constitutional disputes.

He also added that he believes Federal Indian Law is essential to understanding Constitutional law.

“I think studying Federal Indian Law sheds light on various areas of American and international law,” Torres wrote in an email to the News. “Trying to weave doctrinal coherence out of the law provides a window into legal reasoning and the nature of judicial decisions that may be unique.”

In 1778, the United States ratified a treaty with the Lenape Tribe of Delaware — its first treaty with a Native American tribe.

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SPISSUE

PROFILES: Indigenous excellence in STEM at Yale

BY MADELINE GUPTA AND JORDAN SAHLY
STAFF REPORTERS

As Indigenous communities across the country hold celebrations for Native American Heritage Month, we note great achievements in the sciences by Native peoples. Whether in the critically acclaimed writings of botanist Robin Wall Kimmerer, or looking to the stars where Nicole Mann became the first Native American woman in space, our people see countless examples of Indigenous Excellence in STEM.

We wish to share Indigenous STEM Excellence on our own campus through the work of our peers. Indigenous Yalies bring their unique perspectives and backgrounds to their work and excel in fields of research, professionalism and community outreach. Through the Yale Chapter of the American Indian

tures, and how they conceptualize geological concepts such as earthquakes. This has influenced one of my research projects directly — for the past two years, I’ve been using earthquake waves to image the Cascadia Subduction Zone, a region centering on the Juan de Fuca megathrust fault in the Pacific Northwest. Up until the 1980s, no one believed that the fault could produce earthquakes, even though the Indigenous peoples of the region had documented a massive quake and tsunami in their oral history. White scientists found scientific evidence for such an event and acted like they had invented this theory, even though Native people had been saying it for generations. It’s my responsibility as a Native person to uplift the voices of Indigenous peoples that have stewarded the land we study and ensure that other scientists are treating these lands

phy on Venus. These models have the potential to inform the science on future NASA and ESA missions to Venus, particularly concerning the objectives of sounding radar. It would be cool to see anything I or my advisor worked on be used for a NASA mission!

Looking to the future, what are your professional goals, and what is your plan for the future of your STEM career?

I’m taking a gap year after college and moving to Houston, where I did my NASA/LPI internship. I plan on going to graduate school and getting my PhD in planetary science, probably combining the geophysical and geochemical work I’ve done in undergrad to learn more about the interiors of potentially habitable planetary bodies. I don’t know whether I’ll be a professor or a career scientist at NASA,

What achievements or contributions in your field are you most proud of, and what impact do you hope they will have?

I’m most proud of my work in conjunction with my summer internship with DataHaven. I put a lot of work into drafting a socioeconomic and demographic profile of Indigenous people within Connecticut, and have continued to work towards writing a qualitative white paper addressing data gaps and data sovereignty. Indigenous populations deserve access to public data and are too often ignored or excluded from public data altogether.

Looking to the future, what are your professional goals, and what is your plan for the future of your STEM career?

I see myself working in Alaska. I feel very sure that I will return home. I’d like to do work involving economics or econometrics, but I’m not sure where I will end up being. One possible avenue I could foresee is working for an Alaska Native Regional Corporation, but I will see how things play out.

Kyra Kaya, Class of 2026
College: Davenport
Major: Computer Science and Psychology
Native affiliation: Native Hawaiian

Can you share a pivotal moment in your educational journey that led you to pursue a career in STEM?

There have been a lot of small moments in my educational journey that ultimately led me to pursue a career in STEM, but I think one that really sticks out to me is the summer after my freshman year at Yale when I had my first experience working in the tech field. I worked on a team with four others to create a new tech innovation, and I’ve never felt so passionate and put so much of my heart into a STEM project before!

How has your Indigeneity influenced your approach to STEM research and study?

For me, it really manifests in seeing how I can create change through STEM to help power Indigenous communities. I love learning about how I can create products that infuse my own passions of technology with my personal upbringing.

What challenges have you faced as an Indigenous student in the sciences, and how have you overcome them?

I think the biggest challenge that I have faced being an Indigenous student in STEM is overcoming my own doubts about pursuing the field. Being an Indigenous woman pursuing a computer science degree — in 2022, in the entire U.S., there were a total of 84 Indigenous women graduating with computer science degrees — I am a part of an incredibly small percentage of the population, which at times can feel daunting and isolating, but I’ve been able to find incredible support and safe spaces from Indigenous women who are already killing it in the tech field!

What achievements or contributions in your field are you most proud of, and what impact do you hope they will have?

My proudest achievement — which was not entirely my own, but a group effort — was winning Chapter of the Year at the AISES National Conference. Seeing all of the hard work that Yale Natives in STEM have been putting in over the past years finally be recognized and applauded was such an incredible moment, and one that I’ll cherish far beyond my time at Yale.

Looking to the future, what are your professional goals, and what is your plan for the future of your STEM career?

My professional goals are to become a product manager and work to create more inclusive and diverse tech products. I also want to work to increase the number of Indigenous women in tech and support others who are considering beginning this journey!

Dimitri Ivanov, Class of 2027
College: Jonathan Edwards
Major: Molecular, Cellular, and

Developmental Biology
Native Affiliation: Alaskan Athabaskan

Can you share a pivotal moment in your educational journey that led you to pursue a career in STEM?

Two summers ago, I found myself performing immunofluorescence for the first time alongside a grad student in my former lab. It didn’t hit me until after we’d left the dark room that we were the first people on the planet to lay eyes on the images I had just analyzed. We’d just delineated a phenomenon with huge implications for future cancer therapies. It was moments like these that led me to pursue a career in STEM; I realized more and more that — uniquely in science — one discovers completely new things about the universe and its systems. You find yourself on the verge of what is known and unknown, and you get to push the boundaries of what is known — and unknown — further and further in your work.

How has your Indigeneity influenced your approach to STEM research and study?

I think the ways in which my Indigeneity has influenced my approach to STEM research and study most is by instilling in me a deep sense of responsibility for posterity. Furthermore, and connected to this point, it has also influenced my commitment to engaging and collaborating with local communities by organizing field trips and discussion groups for local high school students. I also believe my Indigeneity has caused me to embrace fostering creativity, innovation and diversity of thought and perspective in approaching experimental design, ethical considerations and collaboration.

What challenges have you faced as an Indigenous student in the sciences, and how have you overcome them?

By far the biggest challenge I have faced as an Indigenous student in the sciences is finding other students in my year to work with. Especially in biology and chemistry classes, where “teaching” your friends can really help iron out any misunderstandings, this is crucial. The way I have worked to overcome this challenge is, yes, via the regular resources — office hours, peer tutoring, etc. However, I’ve also used these resources as avenues for meeting peers who would be open to forming study groups and things of that nature.

What achievements or contributions in your field are you most proud of, and what impact do you hope they will have?

The week before Thanksgiving break, my mentors and I successfully created a vector with capabilities to self-splice into circular RNA — a very stable type RNA, not susceptible to degradation in ways single or double stranded RNA are, because it does not elicit the antiviral response — from a plasmid we received from our collaborators at Stanford as well as some other pieces. Unfortunately, I am not allowed to go into the details much, but I am very happy about this result and hope it will go on to contribute to various new laboratory methods and therapeutic approaches.

Looking to the future, what are your professional goals, and what is your plan for the future of your STEM career?

In the short-term, I plan to pursue a Fulbright scholarship in Bulgaria, where I aim to delve deeper into the therapeutic applications of circular RNA. Afterward, I aspire to do a Medical Scientist Training Program to enhance my ability to bridge the gap between clinical and basic science research. Beyond this, though, I aspire to pursue an MSTP because those who have completed one of these programs hold a unique possibility to play a broader role in shaping the culture, curriculum of their medical institutions and, ultimately, how the public interfaces with medicine and science.

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COURTESY OF THE YALE AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY
As the country celebrates Native American Heritage Month, Gupta and Sahly note achievements in the sciences by Native peoples.

Science and Engineering Society, or yAISES, Indigenous scientists at Yale have built a community of support, mentorship and success. yAISES’ over 40 current members have worked earnestly to increase Indigenous representation in STEM at Yale and beyond, an effort which earned them a national Chapter Award at the AISES National Conference this October.

We asked four of our members to share their journeys in STEM — their takeaways, their current work and what comes next. They represent all four years in Yale College, a diverse set of majors, interests and backgrounds, and above all, Indigenous Excellence in STEM.

Lex Schultz, Class of 2024
College: Saybrook
Major: Earth and Planetary Sciences
Native Affiliation: Tsalagi

Can you share a pivotal moment in your educational journey that led you to pursue a career in STEM?

In sixth grade, I was taking my first ever science class, earth science, and my teacher absolutely hated me. I always made sure my assignments were perfect and I knew all the material, so she couldn’t call me up in front of the class and ridicule me. One day, my teacher called me up to her desk, and she laid out an assignment on ocean currents and accused me of cheating on it, saying that no one had ever gotten all of the questions right in all of her years of teaching. She told me she “just knew” I wasn’t really good at science — probably racism — and I must be cheating. I was never particularly interested in science before this, but in a way, I started being more invested out of spite. At first I was more interested in biological sciences, but ironically, I ended up studying Earth science, the same subject my teacher accused me of cheating in.

How has your Indigeneity influenced your approach to STEM research and study?

As an Indigenous Earth and planetary scientist, I find it of utmost importance to legitimize Ethnogeology as a field of study. Ethnogeology is the study of how Indigenous peoples view and interact with geological fea-

and their people with respect and dignity.

What challenges have you faced as an Indigenous student in the sciences, and how have you overcome them?

It’s difficult to be Native in STEM, especially in Earth and Planetary Science. The majority of fieldwork for planetary science is conducted on Native land and reservations in the Southwest, and we have to fight for that to be recognized and for our colleagues to treat the land and its stewards with respect. In Hawai’i, there is a massive telescope being built on a sacred site in the name of planetary science that academics I respect and look up to have visited. These things make Native scientists feel unwelcome in these spaces. I’m lucky enough to have other Native people in STEM to guide me and support me. Selena Martinez ’22, in particular, was a Cherokee senior in the EPS major when I was a sophomore, and she has been such a light through my college journey. She taught me to advocate for myself and my people in and out of the classroom. Selena also recommended me to be the undergraduate representative on the EPS department IDEA committee, which deals with inclusivity, diversity, equity and anti-discrimination. Without the support of people like Selena, I don’t know what I would do.

What achievements or contributions in your field are you most proud of, and what impact do you hope they will have?

I feel like I haven’t made any big contributions in either seismology or planetary science, which I hope will change soon! However, what comes to mind is my research at the NASA Johnson Space Center & Lunar and Planetary Institute Summer Intern Program from this summer. I researched volcanoes and volcano-tectonic structures on Venus. I quantitatively characterized the topography of real structures on Venus, and then connected the topographic parameters of those structures to those of evolutionary models of edifices on Venus. The models I worked with were mostly written by others, but I made adjustments that helped better fit the models to our current observations of volcano-tectonic features and topogra-

but either way I hope to continue research until they have to pry me away from the lab.

Kyle VanHatten, Class of 2025
College: Pierson
Major: Economics; Statistics and Data Science
Native Affiliation: Gwichyaa Zhee Gwich’in, Athabaskan

Can you share a pivotal moment in your educational journey that led you to pursue a career in STEM?

In high school, I was involved in the Academic Decathlon, an academic competition that really helped hone my appreciation for STEM and learning more broadly. It made learning more fun, and it helped me build a lot of really useful skills that have stayed with me to this day.

How has your Indigeneity influenced your approach to STEM research and study?

I think my Indigeneity has impacted my work though forcing me to consider my future with my family and people in mind. I have a lot of interests and skills, but I feel a strong obligation to make sure my work connects my skills with the needs of my community. Whenever possible, I’ve tried to connect my work at Yale directly to my people back home. For instance, one of the essays I’m most proud of was my final paper in ECON 170: “Health Economics and Public Policy,” where I analyzed the development and history of telemedicine as a means of providing care for Alaska Native people in rural areas.

What challenges have you faced as an Indigenous student in the sciences, and how have you overcome them?

As a first-generation, low-income student, I think the hardest part about navigating STEM as an Indigenous person has been finding and taking advantage of opportunities. At my high school, I never really asked for help, and I didn’t have a ton of support or opportunities. Asking for help and learning to utilize resources was something I had to actively learn. I think one of the ways in which I’ve grown is that I take advantage of resources more, especially through my connections to the NACC and AISES.