Our Vision
A community of learning,
Founded by two great universities,
In Asia, for the world.

Our Mission
Yale-NUS College, a residential college located in Singapore, aims to redefine liberal arts and science education for a complex, interconnected world.

A community of learning
We are a diverse group of students, faculty, staff, and supporters, dedicated to building a community in which living and learning are intertwined, and habits of creativity, curiosity, and critical thinking are encouraged. Our innovative curriculum integrates knowledge from across the disciplines and around the world.

Founded by two great universities
An intimate liberal arts college, dedicated to undergraduate education, Yale-NUS draws on the resources and traditions of two great universities. We pursue excellence through innovative teaching and research, and provide global opportunities for our students.

In Asia
Our location at the crossroads of Asia informs our pedagogy. Drawing on active modes of learning associated with an American liberal arts education, we introduce our students to the diverse intellectual traditions and cultures of Asia and the world.

For the world
We educate citizens of the world and uphold the principles of free exchange of ideas, pluralism, and respect for diversity. Our extracurricular and residential programs support student learning and encourage an ethic of service. By our example, we seek to spur innovation in higher education across the globe.
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A faculty of the world’s brightest minds
Our students will study in small groups with leading faculty, who prize teaching and mentoring students.

A global student body
Our students come from Singapore and around the world.

A new, state-of-the-art campus
Designed by world famous architects Pelli Clark Pelli of New Haven in the United States and Forum Architects of Singapore, Yale-NUS College is located adjacent to the main NUS campus.

Yale-style residential colleges
We offer an immersive 24/7 living and learning undergraduate experience that is unlike any other in Asia.

Real leadership experience now
Our pioneering crop of students will help to create the College’s initial traditions, clubs, and activities. They will set the groundwork for generations to come.

Guaranteed internships
Every student will have an internship in Singapore or abroad with leading multinational companies such as American Express, Chanel, Google, and Singapore Airlines, as well as NGOs such as the Tony Blair Faith Foundation and the World Wildlife Fund.

Lifelong membership in global alumni networks
Our students will become part of both the Yale and NUS alumni societies.

Extraordinary value
Our most talented students will have access to a remarkable yet affordable education, global study, and coveted internships – exceptional value compared to leading colleges abroad.

A versatile degree for the 21st century
Our students will gain deep knowledge of one discipline through their majors, but will also get a broad grounding in subjects that are key to understanding our world and making a difference in whatever career they choose. A Yale-NUS education integrates the sciences, humanities, social sciences, and the major. It is designed to ensure students flourish quickly in virtually any field.

More than the sum of its parts, Yale-NUS offers a singular and world-class education.
The Common Curriculum
Creativity and a sense of wonder are highly prized at Yale-NUS, as are sharp analytic skills and the ability to craft persuasive arguments. In each part of the Common Curriculum, students are asked to engage in research and articulate and defend their positions, beliefs, and assumptions. Through such education, they gain an unusually broad understanding of many fields and a robust confidence in their ability to deploy different modes of thought and analysis. The habits of mind and the intellectual abilities gained through this intense form of education will serve them well as they confront the complex challenges of the 21st century world.

In addition to the practical benefits that this course of study provides, students often find that a liberal arts and science education offers other rewards too. It can enrich their inner lives, lead them into friendships different from the ones they might find elsewhere and foster their ability to step outside the assumptions of their own time and place. The Common Curriculum is part of a larger collegiate environment that helps individuals cultivate their talents, consider their social responsibilities, and appreciate the humanizing influence of intellectual inquiry.
Assessment
The skills gained through a liberal arts and science education are not the kind that can easily be evaluated by final examinations alone. Continuous assessment is the norm. The assessment is rigorous and demanding, but multi-faceted. Students are given regular feedback on papers, projects, and other assignments during the semester. Oral as well as written expression is evaluated. The aim is for students to view their education not merely as the acquisition of facts, but also as the development of abilities, insights, and perspectives.

During the first semester of the first year, students receive comments and grades, so that they develop a feel for the expectations of collegiate work, but the grades are not recorded on their transcripts. None of the courses during that first semester will have final examinations. Instead, students will be challenged through a variety of assignments designed to evaluate the different sorts of skills and knowledge they are expected to learn during the semester.

Sample student experience at Yale-NUS

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A well-rounded education

- 38% common curriculum: 12 courses
- 31% major: 10 courses
- 31% elective & prerequisites for major: 10 courses

Four years at Yale-NUS will transform your life
Human beings are social and political creatures. We live in families, tribes, cities, nations, and networks, and the way that we live together plays an important role in shaping our individual patterns of feeling, thought, and action. In Comparative Social Institutions, students investigate central questions about society and the human condition by comparing families, communities, countries, and other social units across the globe and over time.

The course begins with an in-depth look at data on inequality, then proceeds from a small unit of analysis—the family—to larger units, exploring a different topic each week through an overview lecture and two seminars. Students will also frame empirical questions about the social world and discover the best means to answer them, whether by running experiments, surveying their families and peers, exploring archives, or collecting and analyzing data in a variety of ways. Students in this course will draw from the various social sciences to illuminate particular real world questions, and will gain an understanding of what it is like to study the psychological and social aspect of human life through careful and creative empirical research.

Examples of course content

Why do some countries grow at a faster rate than others? What explains economic crises or irrational behavior? Why do markets fail? What is the psychological basis of my identity? How did I become who I am? Which factors influence which character traits?

What exactly is a family? What sets of relations count as a family and why? Why do the roles and obligations within families vary so much across the world? How has the family changed over time? How does the family institutionalize different divisions of roles and responsibilities across age and gender? Why do families matter and what social, economic, and cultural roles do they play?

How does my identification with certain groups influence my relationships with people in other groups? Where does intergroup conflict come from? What can be done to reduce conflict?

What leads some countries to have stable governance while others face insurrection, civil war, and revolution? Why do countries arrive at different ways of selecting their political leadership? When do they choose democratically contested elections? When are countries most likely to govern through the rule of law?

Learning goals

Through deep reading, discussion, and practical research, students in Comparative Social Institutions will:

- Confront fundamental questions about society, markets, politics, and their own place in the world.
- Learn the kinds of questions social scientists can answer with different methods of research.
- Gain exposure to a broad range of observational, experimental, analytical, and presentational tools.
- Develop a sense of how to evaluate social scientific claims when considering the latest research that bears on issues of personal importance.
- Consider how they might investigate social and psychological phenomena themselves.

Literature & Humanities

(Full Year)

Claudine Ang, Rebecca Gould, Derek Heng, Andrew Hui, Perina Lin, Rajeev Patke, Mira Seo, Marza Tarnowina

Literature and the arts rouse the passions and provoke reflection. In this set of courses, students explore mythmaking and storytelling from a variety of traditions to understand how poets, historians, and artists represent their own worlds and times. What is distinct and visionary about these creative achievements, and why have they endured? How do they depict universal human emotions such as anger, love, hatred, and the desire for gain or revenge? How does one analyze and appreciate the art and craft of storytelling, verse, and drama? What are their techniques and conventions? Students join communities of readers who have explored works of literature and art throughout these works’ long history, from Homer’s archaic Greek listeners to the intensive audience of the contemporary Ramayana traditions. By engaging in close reading and discussion to develop aesthetic, rhetorical, and cultural literacy, students will become cosmopolitan readers of the human experience. In Semester One, students read works from the beginnings of mythmaking into the early modern period to explore how literature, art, and historical narrative treat fundamental human questions in different artistic forms. Seminar Two brings students forward in time to see how the experience of modernity finds expression in a variety of cultures and traditions.

Examples of course content

- What are stories and why do people tell them? How do our experiences and our stories define who we are? The Odyssey establishes a paradigm of the journey as more than a form of movement from one point to another. Odysseus’ return home from the fringes of civilization demonstrates the importance of memory and narrative in identity.
- How do works of literature explore the balance that we try to achieve between duties to our family, our community, and ourselves? How do they spark reflection about what a ruler owes his or her subjects? Rama’s exile in the Ramayana exemplifies multiple conflicts of duty to family and state. Can these conflicts be resolved? What does the experience of living among those conflicts feel like?
- What is worthy of commemoration? What is the fiction of history? The Chinese Annals of the Grand Historian, Herodotus’ Histories, and the Malay Sejarah Melayu all offer different approaches to writing the past.

(Semester Two: Questions of Modernity)

How does literature explore the problem of identity through the representation of psychic interiority? In Shakespeare’s Hamlet and Dostoevsky’s Notes from Underground, we encounter contrasting examples of agonized inquiries into the depths of human existence. The acute self-reflexivity often associated with modernity finds a kindred voice in Prince Hamlet’s quest for answering the riddles of life as well as in the Dostoevskian narrator’s pathological fear of contact with other humans.

How does literature sharpen awareness of the profound transformations in the social roles of women that have occurred around the world? What distinctive perspectives do works written by women offer on fundamental questions of social organization, family life, and political change? Works such as Letters of a Javanese Prince, attributed to Raden Adjen Kartini, The Tale of Genji by Murasaki Shikibu, and the novels of Jane Austen and Virginia Woolf are brought into conversation with one another and with the multi-faceted portrayals of men and women in texts throughout the course.

How do texts and works of art provoke readers to question received notions, established traditions, and normative values? Kafka’s “Metamorphosis” invites us to participate in the unnerving discovery made one morning by a young man that he has transformed into a giant bug across the technique of defamiliarization shocks us with the fantastic to help us appreciate our reality with fresh eyes, cleaned of the cobwebs of habit and assumption, routine, and dull ordinariness.

What is the relation between modernity, modernism, and modernization? Lu Xun’s Diary of a Madman and other short stories in modern vernacular Chinese both explore and perform the experience of being marginalized linguistically from one’s own cultural tradition. Lu Xun’s interrogation of the moral authority and intellectual orthodoxy of the Confucian canon offers a critical view of the juncture between tradition and modernity.

Learning goals

Literature and Humanities aims to equip students for a lifelong engagement with literature and the arts. As such, students in this course will:

- See how approaching intricate and ambitious literary works can deepen their reflection on the sources and expressions of the self.
- Recognize various sorts of dilemmas and complexities as inherent parts of the human condition.
- Develop an understanding of different possible worlds, a sense of the subjectivity of perception, and an awareness of the universality of certain human passions and quandaries through confrontations with paradoxes, the absurd, and the imaginary.
- Foster a habit of empathy and enhance interpersonal and cross-cultural understanding through imaginative excursions into other times and places.
- Gain a healthy appreciation for the astonishing power of language and image to persuade, deceive, and delight.
Philosophy and Political Thought (Full Year)

Faculty working group

Andrew Bailey, Sandra Field, Tarandeep Kang, Cathay Liu, Neil Mehta, Jessica Ratcliff, Nicholas Silins, Christina Tamopolsky, Matthew Walker

“The unexamined life is not worth living,” said Socrates. Students in Philosophy and Political Thought will examine their lives: Is the world that we see and inhabit a product of our imaginations? Which habits of mind and action lead to the most fulfilling lives? What does justice require of us? Does history bring people together or apart? As one philosopher famously asked: What can I know? What should I do? And what can I hope for? Rather than confronting these sorts of questions on their own, students will have texts from a number of traditions as their guides. They will learn to read these works closely, to dissect arguments into their constituent parts, and to understand them in their broader contexts. Students will also learn to read texts sympathetically, to search for insight in the very parts of a book that might initially seem wrongheaded or strange.

Semester One’s writings about Confucius, Socrates, and other thinkers offer ancient wisdom in the form of dialogues between different interlocutors, and the mode of instruction in the Yale-NUS classroom will reflect this dialogical format as professors introduce topics for conversation and encourage students to interrogate their own assumptions. Semester Two brings students into contact with the intellectual makers of the modern world – the original proponents of modern science and technology, of free trade and economic growth, and of the modern state – and with their deepest critics. Here, students will develop understandings of how different conceptions of modernity and enlightenment appear and shed light on one another.

Examples of course content
Can ethics be taught? If so, how? What roles do reason and emotion play in ethical behavior? Is there one set of ethical virtues appropriate for all people? How do the traditions of Confucian ethics differ from that of Aristotle’s ethics? How can we properly begin to compare them? What duties do we have to our parents or to our countries? One view emerges in Mencius’ understanding of Confucian ethics, while a different view can be found in Cicero’s Roman writings. Can these views be brought into conversation with one another, or were the historical contexts so different as to make them wholly incommensurable?

Is the state a form of political organization designed to secure freedom? Or is it a great threat to freedom? The early modern European social contract tradition offers one answer, while Gandhi offers a very different view. From what perspective can we best understand the promises and pitfalls of the modern nation-state?

What exists? What ethical consequences follow from our answer to that question? The Indian writer Nāgārjuna and the European philosopher Spinoza both argued that the reality of the world was radically different from, and simpler than, its appearance. Spinoza argued his points in sparse, logical prose, while Nāgārjuna wrote in riddling verse. Does the mode of expression influence the philosophic content of their thought?

What distinguishes certain knowledge from opinion, imagination, sense-perception, and illusion? While Descartes builds his philosophical system upon the certainty of knowledge of the self, a number of Buddhist philosophers question our very access to knowledge of the self, and Nietzsche asks whether living well might not require a certain amount of falsehood and illusion.

Learning goals
Students in Philosophy and Political Thought will:

- Articulate the nature of their obligations to others.
- Articulate the nature of their intellectual obligations.
- Consider the ways in which they have been socialized to think.
- Articulate the nature of their ethical commitments.
- Explore the role of the philosopher as both critic and advocate.
- Understand the nature of philosophical debate.
- Reflect on the deepest sources of their beliefs about the world.
- Justify their opinions about what is good and worthy of admiration.
- Learn to write clearly and logically.
- Learn to communicate scientific ideas.
- Recognize what is at stake when scientists make claims and counterclaims in peer-reviewed journals and the popular press.
- See how scientists design experiments to grapple with the increasingly complex challenges facing modern society and hold meaningful conversations about new discoveries and their impact on humanity.

Scientific Inquiry (Semester One)

Faculty working group

Shafique Adam, Charles Baily, Jan Berrick, Melina Fullwood, Jan Gruber, Jo Handelman, Kang Hway Chuan, Jeremy Kuo, Brian McAdoo, Bryan Pempce, William Piel, Nicholas Tolwinski

Whether you are interested in contemporary problems such as climate change or age-old puzzles such as the origin of the universe, you will find that you need to understand not merely the facts that scientists discover, but also, more fundamentally, the way that science functions as a mode of inquiry.

Regardless of their level of exposure to science in secondary school, students in Scientific Inquiry will explore particular research problems in depth through discussion and hands-on activities in the lab. The course will examine the basic assumptions grounding different forms of scientific research and investigate how these assumptions make possible new knowledge in an ever-expanding array of fields. Students will also consider the different research strategies that scientists adopt, inquiring into their theoretical grounding and their practical implications. All of these will provide scientists and non-scientists alike with an essential common framework to grapple with the increasingly complex puzzles such as the origin of the universe, the nature of the natural world at the atomic scale? What characterizes the process of observation and scientific inquiry for such small objects? How do we reconcile the strange quantum mechanical understanding of the atom with our commonsense intuitions about the material world?

Learning goals
Students in Scientific Inquiry will:

- Come to understand the underlying assumptions of various methodologies in science.
- See how scientists design experiments to study objects that may not be directly observable, and how they aim to do science in circumstances in which controlled experimentation is not possible.
- Consider the ways in which scientists try to reconcile observations that seem inconsistent with one another.
- Recognize what is at stake when scientists make claims and counterclaims in peer-reviewed journals and the popular press.
- Grasp how scientists transfer useful ideas from one field to another, and precisely what it means to discover a scientific result.
- Develop an ability to distinguish pseudo-science from science, and to understand how the boundary shifts with advances in understanding.
- Learn to communicate scientific ideas to a variety of audiences and discuss their importance in an informed and sophisticated manner.

Cosmology, the study of the universe as a whole, has provided some of the greatest recent advances in science. Yet the scientific status of cosmology is curious: there is only one universe, so experiments and statistical analysis are impossible. We are inside that universe, so objective observations are likewise impossible. Under these circumstances, how can science be done?

The atom is about a tenth of a billionth of a meter across. We cannot directly see it. More frustrating still, science tells us that each atom is mostly empty space. How do scientists gain knowledge of the workings of the natural world at the atomic scale? What characterizes the process of observation and scientific inquiry for such small objects? How do we reconcile the strange quantum mechanical understanding of the atom with our commonsense intuitions about the material world?
Quantitative Reasoning
(Semester Two)

How can we convince ourselves, or other people, that an assertion is true? Students in Quantitative Reasoning will think deeply about how to address real-world problems through quantitative analysis and will consider what one may reasonably expect from such analysis. Seeking insight into different ways of representing the world in numbers and marshaling quantitative evidence to demonstrate the truth or plausibility of a proposition, students will engage various modes of assertion and demonstration, ranging from rigorous mathematical proofs to standards of evidence appropriate for empirical and social science. This course will be project-based, with frequent exercises involving writing and speaking about quantitative material, and culminating in a research project in which small teams of students gather and interpret numerical data on a topic of current interest.

The Quantitative Reasoning course builds on material presented in the Scientific Inquiry and Comparative Social Institution courses, and the skills and knowledge acquired will be further exercised in subsequent courses in science and social science. Students will enter the course with a wide range of prior experience with mathematics and statistics. Therefore, the semester will focus on foundational concepts that are crucial to understanding when and how quantitative methods are appropriate and on basic analytical techniques, as well as computing literacy. More advanced skills appropriate to particular disciplines will be taught in separate courses linked to the majors.

Examples of course content
Do judges in the Olympics have a nationalist or regional bias? There is a large database of results collected over the years – how can we best analyze this data in a rigorous, quantitative manner?

Is there a discrepancy between public perception of the risks of public safety measures, such as vaccinations, and a mathematically calculated risk/benefit analysis? If so, what is the origin of the discrepancy? Does the situation vary from one culture to another, and if so, why?

What are the main factors influencing property prices in Singapore? How can we decide on their relative importance? What conditions lead to increased risk for traffic accidents? What conditions lead to increased risk for injury or death when an accident occurs? Are there straightforward improvements that could be made to reduce risk?

Are the air conditioning systems (or other structures) at Yale-NUS energy-efficient? What kind of data could be collected that would uncover a convincing answer to questions of this kind?

To what extent are survey data on political preferences reliable? Why do different surveys deliver contradictory results on the same question?

Learning goals
Students in Quantitative Reasoning will:
- Learn how to criticize and question claims in an informed way.
- Learn to think clearly, to understand logical and intuitive reasoning, and to consider appropriate standards of proof in different contexts.
- Develop a facility for and comfort with a variety of representations of quantitative data, as well as practical experience in gathering data.
- Understand the sources of bias and error in seemingly objective numerical data.
- Become familiar with the basic concepts of probability and statistics, with particular emphasis on recognizing when these techniques provide reliable results and when they threaten to mislead us.

Integrated Science
Year One (Semester Two)
Year Two (Semester One – Double Module)

Scientific research flourishes today as never before, and discoveries continually lead scientists to create new fields and subfields, drawing from various disciplines as necessary. The familiar pedagogical approach at almost every college and university is based on separate introductions to the traditional disciplines (physics, chemistry, and biology); yet this approach no longer represents science as it is actually understood or practiced in contemporary society. Yale-NUS students interested in majoring in Life Sciences, Physical Sciences, or Mathematical and Computational Sciences will therefore begin with an integrated approach to the sciences. This approach emphasizes the connections between different areas. It will produce a deeper understanding of the individual disciplines themselves, and of science as a whole. It will offer the highest level of preparation for study and research in cutting-edge areas of science, such as computational biology and chemistry, climate science, biophysics, and a range of topics in nanoscience.

Examples of course content
The first semester of Integrated Science will explore a specific theme, demonstrating how the different scientific disciplines address this theme, and how approaches from one discipline support and extend those of the others.

Imagine, for example, a unit organized around the mysteries of water. To understand how water moves, students will have to learn wave equations and fluid dynamics from physics. To understand some of the real world effects of water’s movements, they will have to study what the earth sciences tell us about tsunamis and hurricanes. They will encounter equilibria and phase changes in chemistry; protein folding, enzyme chemistry, and hydrolysis in molecular biology; pumps, osmosis, and diffusion in cellular biology; circulation in physiology; and the global water cycle in ecology.

Other similarly broad topics such as energy or earth and air will also appear as organizing themes, each carefully designed to provoke intensive study of particular aspects of science and to demonstrate the links between them.

In the second year, students will have an extra unit of class time during the first semester Integrated Science course, allowing instructors great flexibility in how to structure laboratory work and other activities. This double module will heighten students’ awareness of two fundamentally different approaches to the scientific endeavor: some science attempts...
to explain as many phenomena as possible with the application of a few basic laws. This fundamentally reductionist approach succeeds in showing how cellular and molecular biology rest on underlining chemical processes, while chemistry is itself based on principles and laws of physics. This style of science culminates in the idea of a clockwork universe, which postulates that everything could be precisely predicted provided the underlying laws and the current situation were sufficiently well understood.

This reductionist perspective, however, has its limits. At every scale there are phenomena that would not necessarily have been predicted from the underlying laws and principles—the clockwork universe is one without thunderstorms, galaxies or conscious organisms. The second strand of the course thus introduces the fact of emergence—the fact that unexpected kinds of organization and complexity arise in ways that cannot be predicted in any straightforward way.

Learning goals
In order to connect the traditional scientific disciplines, students in the Integrated Science sequence will:
- Study particular topics of interest that are addressed differently by the various scientific disciplines.
- Explore the extent to which one scientific discipline can explain more complex phenomena that form the central focus of other disciplines.
- Examine the ways in which emergent phenomena can be understood and studied without reference to underlying principles.

Note
The integrated content of these courses will leave students with a more comprehensive understanding of science than ordinary introductory courses. To ensure that students are well prepared for intermediate and upper-level work in particular scientific fields, a set of major preparation courses will be made available to students in the second semester of their second year. The specific topics in these modules will vary depending on exactly what was taught in any particular Integrated Science sequence, possibly including such topics as electromagnetism and relativity in Physics; Organic Chemistry; and mitosis and meiosis in Biology. Armed with the breadth and perspective of Integrated Science and the extra preparation in these preparation courses, students will be superbly equipped for advanced coursework and research.

Foundations of Science (Full Year)

Faculty working group
Shafrique Adam, Charles Bailyn, Jon Berrick, Melissa Fullwood, Jan Gruber, Jo Handelman, Kang Hwey Chuan, Jeremy Koa, Brian McAdoo, Bryan Penprase, William Piel, Nicholas Tobinski

Because science permeates modern life, understanding science is crucial to making informed decisions, even in professions and life pursuits that are not explicitly scientific. Foundations of Science, a two-semester sequence for students who do not intend to major in Life Sciences, Physical Sciences, or Mathematical and Computational Sciences, ensures that non-scientists become competent and confident in the use of scientific language and modes of explanation.

Semester One will explore the theme of life in the universe, while Semester Two focuses on the science behind topics of clear societal importance in our time, such as energy, health, and the environment. By drawing students into laboratory experiments, fieldwork, computer simulations, thought experiments, and other projects, this course offers a sense of what the practice of science is and the kinds of insights it offers into the nature of the universe.

Examples of course content
The definition of life seems clear enough, but it comes under pressure from various ambiguous cases: viruses, certain robots, and even types of computer simulations seem to meet some of the criteria for life. Will the definition of life evolve? Is there, or could there be, such a thing as artificial intelligence? If so, how might it differ from human intelligence? Could there be life on the basis of a chemistry fundamentally different from our own, or is life as we know it the only real possibility?

The Universe must have certain physical properties to support life. Is it surprising that the Universe turns out to have these properties? What are the most cost effective ways to make use of the earth’s energy sources? What are the environmental consequences of each strategy? Should old age be considered a disease? How do epidemics and contagious diseases spread, and how can they be stopped or prevented? To what extent is modern society prone to catastrophic global pandemics?

Learning goals
Students will:
- Take their own measurements, recreate historic experiments, and design investigations of the environments in Singapore and the surrounding area.
- Develop the confidence to formulate researchable questions and understand what might be involved in answering those questions scientifically.
- Understand how science might address some of the most vital questions we ask about the origin of life and possible sustainable futures for it.
- Assess the possibilities implicit in new technologies.

Modern Social Thought
(Semester One)

Faculty working group
Bernard Bate, Keith Darden, Sandra Field, Andrew Johnson, Tazandep Kang, Petrus Liu, Anuji Mary Paul, Rene Saravino, Nico Silins, Christina Taromoloysi

Students in Modern Social Thought will encounter foundational figures of modern social thought, analyze the ways in which their writings have been taken up in contemporary social analysis and political practice in different parts of the world, and explore the extent to which these figures have been challenged by new paradigms of thought. Students begin the course by considering the social as an object of scientific analysis, governmental action, and popular imaginings. They then dive into a series of units, each asking them to grapple with a specific social theorist or social theoretical tradition. Lectures will provide conceptual and substantive pathways through the ideas of these key thinkers and traditions, while seminars will offer the opportunity to read texts closely and discuss them at length.

Students in this course will contrast classic social theory with various understandings of modernity, history, and the human condition that can be found in postcolonial thought. The world-historical rise of women as agents of political and social transformation will form one of the themes running through the course, as students reflect on the deep revolution in thought and practice ushered in by feminism.
How did his understanding, or understand political phenomena today? How has his concept of charisma shaped the way that we tend to his insights? How does Leninism relate to Marx’s ideas? How does Ethiopia, and even the United States. How in some depth, and also the influence of the social world through different theoretical lenses.

### Learning goals
Modern Social Thought builds upon the Comparative Social Institutions, Quantitative Reasoning, and Philosophy and Political Thought modules. Students in this course will:

- Understand competing theories of major social trends in the modern world and be able trace the influence of these theories on actual political movements.
- Recognize that it is possible to view the social world through different theoretical lenses.
- Develop a sense of the ethical implications of each theoretical lens.

### Historical Immersion
(Either Semester)

No liberal arts and science education would be complete if it did not give students some experience comprehending a particular time and place different from their own. To truly understand a different context requires an assortment of skills: students must be able to interpret literature and artistic works, to evaluate historical evidence, to understand political and economic dynamics, to weigh scientific facts, and so on. The study of a historical moment therefore offers a ready-made opportunity to bring together many of the intellectual abilities learned earlier in the Common Curriculum. It is the conjunction of these skills that helps us develop a sophisticated sort of sympathetic imagination, an ability to enter into perspectives very different from our own.

Though the Historical Immersion modules will vary in content, all of them will aim to convey deep knowledge of one time and place. While earlier parts of the Common Curriculum survey vast expanses of history, these courses will slow down the chronological speed at which students are expected to operate, allowing for much greater depth of study. Some courses may be based on a certain event, such as the Lisbon earthquake of 1755, or the Indian Uprising of 1857, or the Russo-Japanese War of 1905, while others may investigate a notable artistic moment such as Stravinsky’s The Rite of Spring, or the publication of a seminal text, such as Charles Darwin’s The Origin of Species. Students will consider each area of focus in its historical context, investigating how the contingencies of particular moments and decisions converged with broader social forces into a particular train of events.

Each course will be premised upon the idea that history is not simply the study of factual data about the past. History consists of the stories that particular people tell about the past; it is a dialogue between the past and the present, an ongoing conversation among people in different times and places trying to make sense of their own world by understanding its origins. Why did certain changes occur? Why did others fail to occur? Historians ask and answer these questions while looking through the lens provided by their own circumstances. Therefore, reading histories not only helps us describe and analyze past events, societies, and peoples; it also reflects the concerns and values of the historians themselves.

Students in these courses will confront different sorts of evidence that historians use to construct their understandings of the past: archives, oral interviews, architectural monuments, everyday decorative objects, pamphlets, artwork, and more. They will come to see how historical memories, myths, and facts are both discovered and created, how one event produces many narratives. They will be given the tools to sort through these competing interpretations, and may at times even find themselves asking to what extent the truth about the past is accessible to us at all.

These Historical Immersion courses will be taught in seminar fashion, sometimes by one faculty member, and sometimes by a team bringing different perspectives to bear on the historical moment in question.

### Examples of course content

**Paris 1900: The Great World’s Fair**
This course will examine the visual archive of the Exposition Universelle held in Paris in 1900. Marking the height of a politically turbulent period of imperial expansion, global trade, and cultural interaction and exchange, the fair aimed to showcase the various international achievements of the past century. From the Human Zoo to the Palace of Electricity, students will probe the myth of Modernity, analyzing the multiple competing, contradictory, and often paradoxical narratives that emerged in the course of the fair. Particular attention will be paid to the artistic and technological innovations that subsequently shaped the 20th century, including but not limited to escalators, moving panoramas, diesel engines, talking films, and the telegraphophone. The visual resonances and implications of empire and imperialism, as well as spectacle culture, will also emerge as major themes.

**The Founding and Settlement of Temasek: Singapore in the early 14th century**
This course provides students with an in-depth perspective on the geo-political conditions as well as the economic and social contexts and dynamics within which Temasek, a Hindu-Buddhist coastal port-
kingdom, was established on Singapore in the first two decades of the 14th century. The course will provide a vivid picture of the nature of the kingdom and its people through a close examination of a broad range of sources, including archaeological data, material culture (objects), textual documents from China, India, and Southeast Asia, and oral traditions of the Malay region. It will also seek to familiarize students with the historical debates surrounding this enigmatic period in Singapore's history, and with the ways in which the historical narrative of Temasek has evolved and transformed in the face of developing colonial, racial, and national agendas. Finally, given that Singapore and many other major hubs have experienced a renaissance in the face of globalization during the late 20th and early 21st centuries, this course will provide students with a historical framework of analysis to understand the nature of what has become a very real and important trans-regional trend.

**Captain Swing: Revenge for thee in on the wing, from the determined Captain Swing**

The Industrial Revolution brought wealth to Europe and made it a world power that many nations sought to emulate. This revolution raised the standard of living for society and history over the course of Augustus' reign. How might Augustus' Roman Revolution be relevant to a Singaporean sense of political and ideological history?

**Nietzsche and his Times**

In the 1880s, the German philosopher Friedrich Nietzsche proclaimed the death of God and called for a new life-affirming philosophy to combat the rise of nihilism. Nietzsche, one of the most provocative thinkers of the latter half of the 19th century, lived in an age of cultural tumult and intellectual transformation, a time in which ideas and ideologies were generated that continue to shape how we think and understand the world today.

**1839: The First Opium War**

This course immerses students in the social, political, economic, and cultural context of the First Opium War. It will take a long view of the war and explore the long-term and short-term causes, as well as the immediate and longer-term consequences, of the war. Students in Current Issues will experience the relevance of these problems firsthand by studying a pressing problem from multiple perspectives, drawing upon techniques and knowledge they have gained earlier in the Common Curriculum. Current Issues courses offer students the opportunity to reflect deeply on both the scientific and historical insights. There may be a focus on a range of courses. These will be delivered via different formats depending on the course's focus. For some Current Issues classes, work may take place primarily in the classroom through seminar discussions or laboratory projects. Other courses may take place partly in the field. There may also be the opportunity for students to be directly involved with the issues in question through volunteer work in a social service, government, or private agency, alongside guided readings and seminars. Through these diverse formats, students will be able to engage with and apply their learning and creativity to the process of understanding and addressing major issues of our times. Some courses will be taught by a single faculty member with relevant expertise, while others will be taught by a team of faculty, each contributing a different perspective.

**Examples of course content**

**Climate change**

What is the local impact of global warming? Are there places more vulnerable to the effects of climate change than others, and why is this so? How can we measure this vulnerability and what might be done to mitigate the negative effects of climate change? Imagine thinking about these questions, experimenting with these techniques, and formulating your own solutions in an area where the negative effects of climate change are immediately evident.

**Poverty**

What causes poverty? Imagine addressing this question by visiting a country in the region where poverty is a serious problem, seeing firsthand the effects of such poverty and engaging with agencies involved in trying to alleviate poverty. Consider linking this hands-on experience to seminar-led readings and discussions that allow you

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**Current Issues**

**Faculty working group**

Anusha Al Ramiah, Andrew Bailey, George Bishop, Keith Darden, Jan Gruber, Jane Jacobs, Neil Mehta, Guillem Rambau-Armet

The liberal arts and science are an invaluable aid to understanding the world’s problems and brainstorming possible solutions. Students in Current Issues will experience the relevance of these problems firsthand by studying a pressing problem from multiple perspectives, drawing upon techniques and knowledge they have gained earlier in the Common Curriculum. Current Issues courses offer students the opportunity to reflect deeply on both the scientific and historical insights. There are many issues that require attention: liberty, war, poverty, aging, climate change, globalization, disease, and food and water security are but a few.

Each semester of Current Issues will offer a range of courses. These will be delivered via different formats depending on the course's focus. For some Current Issues classes, work may take place primarily in the classroom through seminar discussions or laboratory projects. Other courses may take place partly in the field. There may also be an opportunity for students to be directly involved with the issues in question through volunteer work in a social service, government, or private agency, alongside guided readings and seminars. Through these diverse formats, students will be able to engage with and apply their learning and creativity to the process of understanding and addressing major issues of our times. Some courses will be taught by a single faculty member with relevant expertise, while others will be taught by a team of faculty, each contributing a different perspective.

**Examples of course content**

**Climate change**

What is the local impact of global warming? Are certain places more vulnerable to the effects of climate change than others, and why is this so? How can we measure this vulnerability and what might be done to mitigate the negative effects of climate change? Imagine thinking about these questions, experimenting with these techniques, and formulating your own solutions in an area where the negative effects of climate change are immediately evident.

**Poverty**

What causes poverty? Imagine addressing this question by visiting a country in the region where poverty is a serious problem, seeing firsthand the effects of such poverty and engaging with agencies involved in trying to alleviate poverty. Consider linking this hands-on experience to seminar-led readings and discussions that allow you
to understand the causes of poverty and uneven development, and to evaluate various attempts to find solutions.

**Aging**
How will society cope with the growth in aged populations? What does this mean for the provision of services, for health, for the family? Imagine working with a local agency involved in aging issues, such as a nursing home or retirement center, while at the same time doing independent research on aging in Singapore and current efforts to address what has been described as the grey tsunami.

**HIV/AIDS**
HIV/AIDS is clearly one of the 21st century's key social issues. What are the challenges posed by the current pandemic of HIV/AIDS? What is it about HIV that makes this virus so dangerous and deadly? Why has HIV spread as quickly as it has? What are the steps that could be taken to prevent its spread? How does being diagnosed HIV positive affect an individual, as well as that individual's family and community? How does the public understand AIDS? How is AIDS portrayed in literature, film, and art? What are the political, economic, and human rights implications of HIV/AIDS?

**Tobacco**
Tobacco is the world's leading cause of preventable death. So, why is it legal? Why don't governments ban it overnight? Why does tobacco usage vary so much from one country to another? What measures have governments taken, and with what results? What further steps are being advocated? What is the evidence for and against these steps? These questions involve historical, legal, economic, political, chemical, psychological, cultural, and/or philosophical issues, offering a fascinating but important challenge for any student seeking to engage in independent, multi-disciplinary research. This research may be largely web-based, aided by group discussion, and possibly linked to visits to other countries.
Each major provides systematic training in a specific academic discipline or interdisciplinary area. The majors are designed to give students ample scope and flexibility to explore their interest in a chosen area of knowledge, while providing direction and depth to their studies.

Every student’s selection and planning of a major will be guided by close personalized interaction with faculty advisors at Yale-NUS. In designing the majors and helping each student map a path through them, faculty members consider not only the merits of each course on its own, but also the way in which the courses work together to build a coherent set of insights, skills, and knowledge for each student.

Each major builds on a foundation provided by the Common Curriculum, and requires a total of 10 courses in addition to the Common Curriculum. The fourth year capstone project counts for two of those 10 courses. Most majors also require at least one gateway course, to be completed before the beginning of the student’s third year at Yale-NUS.

Every student at Yale-NUS will complete a capstone project as part of his or her major, a year-long supervised endeavor that will develop initiative and independence in research. Students will present the results of their work at the end of the fourth year in presentations to audiences of their peers in the field as well as to faculty and students in other disciplines. Each major will have its own support network for students engaged in capstone projects, including faculty-led seminars for sharing work-in-progress, laboratory and studio spaces, as well as resources for improving the quality of the oral, visual, and written presentation of ongoing research. Graduating students will enjoy the self-confidence and initiative that comes from having successfully conducted a sustained and independent research inquiry.

Majors

Yale-NUS College is a dynamic start-up in the world of higher education. Its faculty is currently engaged in the exciting process of devising a fresh curriculum that draws on the best from the tradition of liberal arts education, while rethinking old practices in light of pedagogical innovations, advanced learning technologies, and the needs of 21st century students.

We have completed the first phase of designing the majors, and the descriptions below represent current thinking about their content, structure, and intellectual flavor. Undoubtedly, however, details about the majors will continue to evolve, with input from students as well as faculty. Students who enter the College will therefore be more than recipients of an education; they will be crucial participants in the development of a new style of liberal arts education for a rapidly changing world.
Arts and Humanities

Overview
The Arts and Humanities major is interdisciplinary in orientation, and brings together aspects of Art History, the Screen Arts, the Studio Arts, and the Performing Arts, such as film studies, music, theater, and dance. Art History departments usually combine historical, cultural, and literary approaches to visual artifacts with philosophical inquiry into aesthetics. They ask, for example, where does this work of art come from? How do I read this artifact? But also, why is this a work of art? And how does it function as art?

The Arts and Humanities major addresses these questions, but also introduces students to a wider range of topics and themes. Students in this major can tailor their program of study to focus on experiential practices in Studio and Performing Arts, Museum and Curatorial Studies, and they will be encouraged to find links to other humanistic studies such as Philosophy, History, Literature, and Languages.

Structure of the Major
• Two gateway courses: Historical and Visual Literacy, and Methodology.
• Courses in History, Philosophy or Literature, as appropriate for a student’s track.
• At least one course in experiential learning, such as Studio or Performing Arts.
• Tracks are customized in consultation with an academic advisor.
• A capstone project.

Capstone
The capstone project is to be proposed by the end of the student’s third year, and will take the form most appropriate to the student’s specific area of study as determined by the student in consultation with a faculty advisor. Some students will complete a research thesis while others will undertake a creative project in the Studio Arts or the Performance Arts along with appropriate reflective writing about it. Special opportunities will be created for students to immerse themselves in creative processes and their cultural contexts.

Sample courses
• Poetry and Painting in Western and Eastern Cultures
• Rasa Theory and its Application to the Performing Arts
• Comparative Aesthetics
• Performance and Media
• Art and the Mind

Anthropology

Overview
Anthropology questions what it means to be human by exploring as wide a range of human experience as possible. Anthropologists begin from an appreciation of the diversity of human social and cultural life across time and space. They investigate the experiences people have of their own societies, exploring differences of language and culture, gender and sexuality, social class, caste, race, ethnicity, religion, or locality. An empirical branch of social philosophy, anthropology both produces knowledge about human social life through empirical description and asks larger philosophical questions of the human condition.

The major is designed to help students develop their skills in written, oral, and visual expression of social scientific information and interpretation in anthropology. The field’s unique focus on the diversity of human experience is also ideally suited to the development of global awareness at a culturally and historically deep level. Such awareness can lead to new kinds of civic engagement around the world and novel modes of moral and ethical reasoning. In this major, students will learn to offer ethnographically and historically grounded descriptions of the human condition; to provide concrete examples of alternative ways of being human; and, upon that basis, to question what it means to be human in the world. Such a major is particularly relevant to the increasingly globalized world of the 21st century.

Structure of the Major
• Two gateway courses will introduce methodology and anthropological theory.
• They will be followed by courses in tracks that will be customized in consultation with an academic advisor.
• A capstone project.

Capstone
Students are expected to produce a substantial finished product (an essay and perhaps also a film, museum-quality exhibition or other format) based on original field, museum, or library research. During the first semester of the fourth year, students will work closely with a faculty advisor and the research seminar professor in advanced research methodology, proposal writing, and human subject approval as they transition toward their research projects. During the second semester, they will complete their research and transition to writing and presentation. The seminar will involve weekly meetings, short student presentations on field projects, and discussion of methodology, ethics, and the problems that inevitably crop up in research. All students will present the findings of their work to faculty, peers, and the college community at large in a public symposium.

Sample courses
• Language, Culture, and Society
• Religion and Ritual
• Tamil Worlds
• Anthropology of Literary Culture
• Gender and Labor
Economics

Overview
Economics is concerned with the study of how individuals make decisions and how these decisions affect, and in turn are affected by, the distribution of limited resources in society. Although Economics is often considered a science limited to the study of demand and supply, inflation and unemployment, trade and exchange rates, economic growth, and financial markets, these are only a small sample of the topics that concern modern-day economists. In fact, today’s economists research topics as varied as the environment (how to control global warming?), marriage markets (who marries whom, and why?), the design of institutions (which policies reduce political corruption?), neighborhood effects (are individual decisions influenced by a desire to conform to social norms?), and urbanization (what explains the formation of cities and the spatial distribution of individuals within them?).

Economics is a science that welcomes inquisitive students and encourages critical thinking. Students will emerge from a major in Economics with enhanced analytical abilities, mathematical skills, and intuitive thinking. In studying this major, they will learn to ask a broad range of questions relating to economic outcomes, social processes, and political developments. They will become proficient in a variety of methodologies – theoretical, experimental, and analytical. A sustained engagement with practical economic analysis prepares majors to become perceptive observers, critical commentators, and active participants in the world.

Structure of the Major
- Gateway courses, depending on prior experience in economics
  - Principles of Economics
  - Introductory Mathematics for Economics (mini-course)
  - Intermediate Microeconomics
  - Intermediate Macroeconomics
  - Data Analysis for the Social Sciences
- Students will choose one of three tracks, each with distinct sets of courses
  - Quantitative Economics
  - Applied Economics
  - International Economics
- A capstone project.

Capstone
The Economics major will offer two options for a capstone project:

Option 1: Original Research.
Students can write a research paper to be evaluated by the originality of its contribution to economic analysis. In the first semester of their fourth year, students will do a literature review of the articles related to their chosen topic of research, and a detailed report analyzing any one of these articles. Building on their literature review, students will then write a research proposal by the end of the first semester of their fourth year. During the second semester, students will develop their proposals and carry out their projects, providing both a written paper and a short verbal presentation of their research results. Sample Topics: (a) The role of information in financial markets (b) The effect of electoral rules on voting behavior (c) College choice and bounded rationality (d) The effect of malaria on economic development.

Option 2: Analysis of Current Events.
Students pursuing capstone projects in this category will focus not so much on providing original research but on using their knowledge to give a formal and detailed account and analysis of a current economic issue or event. When choosing this option, students will have to display that they have learned the appropriate economic methodology and know how to use it effectively. For instance, a student might analyze a set of newspaper and periodical articles to argue how well or poorly these articles provide economic information, and then go on to suggest improvements to their arguments. These capstone projects, just like those in the previous category, have tremendous potential to provide practical policy recommendations. Sample topics: (a) Eurozone crisis and its impact on the world economy (b) Critical analysis of media reports on economic events (c) The evolution of marriage markets in South East Asia and its effect on children’s education (d) Asian monetary union.

Sample courses
- Experimental Economics
- Game Theory
- Political Economy
- International Trade and Finance
- Environmental Economics
- Labor Economics

Environmental Studies

Overview
Yale-NUS College is uniquely positioned to study numerous environmental issues, ranging from local and regional concerns surrounding deforestation in Sumatra and mining in Papua New Guinea to the more global concerns of climate change, ecosystem degradation, and water sustainability. The Environmental Studies major aims to produce a new generation of citizens and leaders capable of viewing environmental problems in the region and the world from a variety of perspectives, using tools from the natural sciences and social science as well as the humanities. Today’s innovators face a variety of challenges that are inevitably tied to the environment. From businesses that require natural resources and sustainable investments, to scientists seeking improvements in ecologic and public health, and artists inspired by the beauty of the world around us; an interdisciplinary understanding of the nexus between human life and its environments is crucial.

Students graduating from the Environmental Studies major will have an integrated understanding of the environmental aspects of biology, physics, chemistry, and earth. Teaching will emphasize hands-on research and data-collection as well as multi-faceted analysis. Students will understand how decisions are made to put resources into – or extract resources from – the environment, and they will come to appreciate the role of both logical and creative expression in addressing and communicating environmental themes. They will learn to consider issues of social justice and conflict associated with environmental phenomena, appreciating that environmental ills and goods are experienced unevenly by marginalized groups such as women and minorities, the poor, and the politically disenfranchised. They will come to recognize the interconnectedness of environmental systems, from local to regional and global; they will see that no place is an island.

Structure of the Major
- Three gateway courses will introduce environmental study in the natural sciences, social sciences, and humanities.
- Tracks focusing on particular themes and problems will be created in consultation with academic advisors.
- Students will construct a portfolio of their experiences, ranging from research trips in the field to laboratory exercises to internships.
- A capstone project.

Sample courses
- Southeast Asian Biodiversity
- Visualizing the Natural World
- The Mekong River
- Oil
- Food, Water, Shelter
- Art and Ecology
- Natural Disasters and Risk
Global Affairs

Overview

The Global Affairs major is intended to provide students with the knowledge and skills to better understand and eventually influence the world around them. Many courses in the major will make use of the College’s strategic location in Singapore, with visiting speakers and researchers incorporated into the curriculum, and into student internships, and research. The major treats current issues but puts them in a broader perspective, providing ample opportunity for deep scholarly immersion, scope to gain a sense of the complexity and scale of contemporary problems, and opportunity to undertake a comparative historical study of the world that exists outside our immediate environment.

The major includes three distinct tracks of study:

The Globalization and Development track focuses on how societies have developed in interaction with one another. It explores the processes of mutual engagement, intervention, and influence between countries and regions of the world that shape human welfare, development, and politics.

The Security track focuses on the sources of order, conflict, and violence, and includes topics relevant to national and human security. It explores the causes of political instability, revolution, genocide, and war, as well as the provisions meant to ensure domestic security, international peace, and global order.

The Law and Institutions track provides the foundation for students interested in understanding the nature and variety of human governance. It is well-suited to students who wish to pursue careers in law, civil service, international institutions, and other related fields.

Structure of the Major

• The major begins with two gateway courses: the Evolution of International Politics and The Global Economy.
• These will be followed by at least four courses in one of the tracks described above.
• A capstone project.

Capstone

Global Affairs majors have two options for a capstone project:

Option 1: The Year-long Research Essay. Students with a greater interest in academic research and the generation of basic knowledge can opt for an individual essay in their fourth year. The aim is to produce a work of scholarship based on original research similar to a scholarly journal article or monograph. Students choosing this option will meet in a weekly research seminar in the first semester of their final year to explore research design, methods, and tools of research, and to present and comment upon their research proposals and research. In addition to the seminars, each student will be guided by a faculty research advisor.

Option 2: The Collaborative Public Policy Project. Students with a greater interest in policy work and applied knowledge can opt for a collaborative public policy project. In this type of project, a small group of students will be partnered with an international organization, a government agency, a non-profit institution, a non-governmental organization (NGO), or a private sector entity to complete a practical policy project for the organization over the course of the semester. Depending on the partner’s needs, students may travel to the location or region related to their work. Capstone projects with an emphasis on development, security, or governance and the law will be planned to correspond to the topics covered in the coursework for the major.

Sample courses
- Causes of War
- The Law of the Sea
- The Politics of Southeast Asia
- Nationalism and Identity
- International Institutions

History

Overview

The History major offers students an education in the complex relationship between our understanding of the past and our experience of the present. Students will learn how to describe and analyze past events, societies, and peoples, and to identify repeated patterns and structures even while recognizing the contingency of many outcomes. They will also attend to the way in which historians’ telling of the past reflects their contemporary concerns and assumptions, learning that historians recover and discover the past through the lens of their times. Historical narratives offer windows into the philosophical and ideological persuasions of their authors and audiences. Students will thus learn to read history critically and to write history self-consciously.

Students who major in History will be able to focus on a particular geographical region, such as the Mediterranean, Continental Asia, Southeast Asia, or the Indian Ocean. They will also be trained in the study of transnational and global histories, the socio-cultural historical dynamics of gender, art, material and literary histories, migration, and the histories of science, knowledge and technology, imperialism, and economic history.

Structure of the Major

- There will be two gateway courses: the Historian’s Craft, and What is History?
- They will be followed by at least four courses in a track developed in consultation with an academic advisor, for instance in a particular region or period, or tracing a particular theme in history.
- Students may need to demonstrate proficiency in a foreign language linked to their field of study.
- A capstone project.

Capstone

The capstone project enables the student majoring in History to experience the full process of producing a historical narrative, in close consultation with a member of the faculty. In the project, the student will identify a topic or question of specific interest to historians, survey, and assess the viability of secondary and primary sources pertaining to the topic or question, and craft a narrative premised on a viable argument. The project may take different forms: some students will write an academic thesis while others may write a report for a charitable or governmental organization such as a library, archive, or curatorial entity.
Life Sciences

Overview
The field of life sciences seeks knowledge of life processes, and applies this knowledge to improve human, animal, plant, and environmental health. Students majoring in Life Sciences will explore fundamental questions such as: What is life? How did life evolve on Earth? How do cells make faithful replicas of themselves? How does energy from the sun drive all biological processes? How do cells cooperate to create a multi-celled organism? What is the nature of health and disease? What drives the formation and stability of communities? How do life processes influence the health and evolution of the planet?

Study of these basic questions will be coupled with an interdisciplinary examination of biology within a human context, including the implications of life processes for human health, food security, energy production, and planetary sustainability.

The Life Sciences curriculum mirrors the process of discovery used in research, thereby teaching students biology through the scientific process of observation and hypothesis testing. With an emphasis on the derivation and communication of scientific knowledge, students in Life Sciences will emerge equipped to conduct research, solve practical problems, and communicate effectively about scientific issues with scientists and non-scientists.

The Life Sciences major provides excellent preparation for medical and veterinary school, other health professions, and a wide range of professional careers in the biological sciences, biotechnology, law, conservation, policy, and science writing.

Structure of the Major
- Students will begin the major with one gateway course in Life Sciences.
- Students will enter into one of three tracks: molecular and cellular biology, ecology and evolutionary biology, and environmental biology.
- Students will customize coursework within a track in consultation with a faculty advisor to meet their own intellectual and career objectives.
- Students will conduct research to fulfill the requirement of the capstone project.

Capstone
In their fourth year, students will complete a guided independent project in either laboratory or field research. Students may engage in research earlier in their college years, but the fourth-year research is required as an intensive research experience that will involve developing hypotheses, designing experiments, collecting and interpreting data, and oral and written presentation of research findings.

Sample courses
- Cell Biology
- Molecular Biology and Genetics
- Physiology
- Anatomy
- Ecology and Evolutionary Biology
- Neurobiology
- Developmental Biology

Literature

Overview
The Literature major teaches students how to read and interpret texts from a broad range of cultural traditions and historical periods. Students who major in Literature will be encouraged to develop a distinct set of intellectual aptitudes. They will learn aesthetic appreciation, the ability to identify and appreciate details in a literary text, to relate these details to the symbolic meaning of the work as a whole, and to the work’s historical context. They will practice formulating logical arguments in written and oral forms, crafting debatable theses, using textual evidence appropriately, developing a confident authorial voice, and identifying and addressing the appropriate audience for their writing. They will learn cultural literacy, the ability to identify, describe, and contrast the major authors, aesthetic conventions, and texts in various European and non-European languages and literatures. They will learn to think in a cross-cultural manner, acquiring knowledge about other cultures through conversations about literary texts produced by different peoples and historical periods. Finally, they will learn to practice self-criticism, and appreciate the benefits of questioning assumptions, received ideas, and normative values.

The expertise in attentive reading, effective writing, clear speaking, and cross-cultural criticism that is learned through the Literature major will remain with students for life, whether they draft contracts for a law firm, recognize the references to the Ramayana while watching a Southeast Asian shadow play performance, or find personal inspirations in Jane Austen’s unique treatment of marriage plots.

Structure of the Major
- Students will first undertake two gateway courses offering introductions to various modes of literary analysis.
- Students will then plan their major through a track consisting of four courses chosen in consultation with an academic advisor, focusing, for example, on a national literature, a genre, a historical period, or a theoretical paradigm.
- Students may need to demonstrate proficiency in a foreign language linked to their field of study.
- A capstone project.

Capstone
Students may wish to pursue in-depth research on a topic introduced in an earlier course, or they may prefer to use the capstone project as an opportunity to develop their own research interests in areas not already covered by their coursework. Students will produce a written thesis of substantial length and make an oral presentation open to students and faculty at the end of their fourth year. A faculty-led seminar will allow students to present work-in-progress and offer guidance during the stages of conceiving, writing, and editing the final essay.
Overview

Mathematics and computation have occupied a central place in the liberal arts curriculum from its earliest history. Across societies, we find mathematics not only in the service of science, government, and ritual, but also studied for its own sake—aesthetic of mathematical beauty. Traditions of mathematics education arose in classical Greece, Vedic India, and Han dynasty China. These traditions mingled at the House of Wisdom in Baghdad. With Islamic scholarship, progress in the mathematical sciences leapt forward. The geometry of perspective was an important basis for Renaissance art and architecture, while the Enlightenment saw mathematics as fundamental to describing the laws of nature. In the 19th century, statistics enabled the growth of the social sciences. In the present day, computers not only aid in the study of societies, but play a significant role in reshaping them. Mathematics for its own sake continues to flourish in interaction with its many powerful applications.

Mathematical and Computational Sciences are important areas of study, rich in practical applications and career choices for graduates. Moreover, the heightened contact with faculty and fellow students will allow majors to function at a high level as members of advanced teams, and to communicate quantitative ideas successfully to colleagues.

Structure of the Major

• The major will begin with two gateway courses in analysis and discrete mathematics.
• These will be followed by six courses in one of three tracks:
  – Mathematics
  – Computation
  – Statistics
• A capstone project.

Capstone

All students will engage in guided but independent exploration of advanced topics in mathematics, computation, or statistics. Sample topics include: topological field theory and physics; robotics; number theory and cryptography; survival statistics; social network analysis; computer graphics; and neuroimaging.

Sample courses

• Important Patterns in Mathematics
• Number Theory
• Time Series and Fourier Methods
• Fractals and Chaos
• Network Theory
• Computing and the Arts

Sample topics include: topological field theory and physics; robotics; number theory and cryptography; survival statistics; social network analysis; computer graphics; and neuroimaging.

Overview

Students studying for the Philosophy major have the opportunity to reflect on some of the most basic questions of human life: How should we live? What can we know? What is the nature of the self? Virtually all human societies have grappled with these questions in one form or another, and our everyday actions and beliefs presuppose stances on them as well. Philosophy aims to articulate such fundamental questions, to make our assumptions about them explicit, and to carefully examine alternatives and responses.

As students proceed through the major, they will confront the writings of influential philosophers from the past and the present, from several cultural traditions. They will also be encouraged to draw insights from other disciplines. Students will find that taking courses in philosophy will sharpen their skills of critical analysis and broaden their minds. Philosophy majors often go on to excel in fields as diverse as business, politics, the media, the law, and the arts.

Structure of the Major

• The major requires at least one course in each of the following subfields:
  – History of Philosophy
  – Metaphysics and Epistemology
  – Ethics and Social and Political Philosophy
• Other courses for the major will be planned as tracks devised in consultation with an academic advisor.
• A capstone project.

Capstone

The capstone experience provides Philosophy majors the opportunity to work with an advisor and with one another to write a substantial work in philosophy. The central part of the capstone experience will be the fourth year philosophy seminar, an intensive workshop in which students learn to present their own work to others, respond to questions and criticism, and revise their work in the light of such criticism. Upon submission of a complete project, students will discuss the project with a committee of faculty culminating in an oral defense.

The capstone project includes the following more specific options:

• A single author thesis on a specific topic, aiming both to survey existing discussion of the topic and to make an original contribution. Sample topic: the Dreaming Argument for Skepticism and the Science of Dreams.
• A collaborative thesis in which each author defends a position on a philosophical question, and then responds to the others contributions in a reply. Sample topic: Is The Will Free?

• A shorter thesis accompanied by an experiential component, for example an internship with an NGO relating to a thesis on global justice, or participation in the medical ethics panel of a hospital relating to a thesis on medical ethics. Sample topic: Is Euthanasia Ever Justifiable?
• A project of the student’s own devising, subject to approval by a faculty advisor.

Sample Courses

• Classical Chinese Philosophy
• Plato
• Introduction to Mathematical Logic
• Perception
• Neo-Confucianism
• Philosophy of Law
  (counts toward the Yale-NUS/NUS Double Degree Program in Law)
Philosophy, Politics, and Economics

Overview
The Philosophy, Politics, and Economics (PPE) major offers students the chance to integrate several disciplinary perspectives, all of which are crucial to a complete understanding of contemporary public life. Students will discover the ways in which ethical, political, and economic factors interact and they will learn how to draw upon the different disciplinary tools of analysis to arrive at a more complete picture of contemporary phenomena: how does a competitive market system shape our understanding of ourselves as human beings and political actors? How do our economic, political, and legal orders interact to affect the distribution or redistribution of material resources, labor power, political rights and duties, or forms of recognition and honor? Are mechanisms of decision-making in our political and economic institutions complementary or conflictual? What different forms do justice, equality, responsibility, and liberty take in various economic, political, and legal institutions?

Structure of the Major
- Students will take two or three gateway courses in economics, depending on prior experience, ensuring proficiency through at least intermediate microeconomics.
- Students will also take courses in philosophy and political science.
- Tracks through the major will be created in consultation with a faculty advisor to allow in-depth and sustained exploration of a theme or problem from multiple perspectives.
- A capstone project.

Capstone
The capstone seminar and research project offers the PPE major the ability to apply the interdisciplinary set of skills acquired through coursework to a single problem to produce a substantial piece of research integrating philosophy, politics, and economics. The seminar will provide students with the skills and knowledge necessary to negotiate and criticize relevant secondary literature, to take a stance on an issue, to defend it against possible counter-arguments, to incorporate a number of different qualitative and quantitative methods into their research design, and to present research persuasively in written and oral form. These goals will be achieved through a variety of research presentations in the capstone seminar. In addition, students may be able to incorporate an internship as part of their research project.

Sample courses
- Political Realism and Idealism
- Tobacco Control: Normative and Practical Dimensions
- Emotions and Politics
- Markets and Morals
- Public Economics
- Liberalism and its Critics

Physical Sciences

Overview
Students majoring in Physical Sciences will explore some of the fundamental processes in matter, space, and time. How did the universe emerge? What is the structure of matter? What physical laws determine the motions, temperatures, and chemistry of the matter that comprises our planet and lifeforms? Students will extend their interdisciplinary preparation in science provided by the Common Curriculum with a rigorous, in-depth sequence of courses that explore advanced topics in physics, chemistry, earth, and space sciences. The major adopts a liberal arts approach to science which integrates discussion and readings from multiple disciplines in ways that enable students to continuously question and refine their understanding of scientific issues. The major emphasizes the ability to understand physical concepts deeply and to solve real world scientific problems, which necessitates nimble thinking on different levels. Students who major in Physical Sciences will be well-equipped to offer imaginative leadership in all fields. The major also offers excellent preparation for graduate study in the sciences as well as for graduate study in engineering, law, and medicine, and for careers in a variety of fields.

Structure of the Major
- Students will begin the major with one gateway course in either physics or chemistry.
- Students may then take one mathematics course appropriate to the student’s chosen track.
- Tracks leading to graduate study in particular disciplines will be available, as well as tracks leading to jobs outside the university that require scientific expertise. Students will design a track in close consultation with a faculty advisor.
- The capstone project.

Capstone
In their fourth year, students will complete a guided independent research project in Physical Sciences in consultation with a faculty advisor. The capstone can comprise a new experiment in physics and chemistry of the student’s design, an investigation of astrophysics using international telescope facilities, or a theoretical simulation of chemistry, physics, or earth science. This academic experience will be an opportunity for the students to engage in cutting edge research in Physical Sciences while synthesizing what they have learned in their courses. The results of the capstone will also be communicated to their peers and faculty, using the presentations and writing styles consistent with practice in the professional scientific disciplines.

Sample courses
- Organic Chemistry
- Electricity and Magnetism
- Quantum Mechanics
- Statistical Thermodynamics
- Materials Chemistry
- Nanoscale Physics

Sample courses
Psychology

Overview

The Psychology major presents students with a scientific manner of studying human emotion, thought, and behavior. How do our brains function? Why do we do the things we do? How do we become the persons we become? Why is it that people sometimes behave in seemingly unusual or even bizarre ways? The Psychology major is designed to provide an overview of the discipline, and to encourage students to delve more deeply into specific aspects of psychological science. The explorations of human identity and emotion that students undertake in this major will address fundamental questions arising in literature, philosophy, and other central parts of the liberal arts curriculum. Students will be encouraged to combine sophisticated understanding of contemporary scientific research with a broad-minded perspective on questions of enduring importance.

Structure of the Major

- The major begins with two gateway courses: Introduction to Psychology and Research Methods in Psychology.
- That will be followed by courses in biological and cognitive psychology, and at least two courses in social, developmental, and abnormal psychology.
- Students will also take at least one laboratory course.
- A capstone project.

Capstone

Students will work closely with one or more faculty advisors within psychology and related disciplines. They will conduct original research using appropriate methodologies, with the goal of producing findings that add to our understanding of a specific psychological topic. Students will present their findings to peers in the major and also to audiences from different fields.

Sample courses

- Biological Psychology
- Cognitive Psychology
- Computational Models of Cognition
- Learning and Memory
- Music on the Brain

Urban Studies

Overview

Some have said that we live in the Age of Urbanization. For the first time in history, more than half the world’s population lives in cities. By 2050, it is estimated that 67% of the world’s population will be urban. But what is urbanization, and what good and ill do cities deliver? What is the best way to understand cities? As economic developments? As a bundle of buildings and infrastructures? As a social institution? As an environmental disaster? As a hub in a hinterland, or a node in a network? As a creative and symbolic expression? Students who are curious about the city, enthralled by its forms, energized by its culture, troubled by its injustices, worried about its environmental harms, or enthusiastic about its economic and creative potential, will find a unique opportunity in the Urban Studies major.

The student graduating with a major in Urban Studies will have an understanding of cultural, social, political, and economic features of cities, in a range of historical and geographical contexts; an understanding of why cities form and the processes of urbanization in a range of historical and contemporary contexts; familiarity with the key theoretical models proposed to account for the development of cities and their ongoing transformations; the capacity to critically analyze the positive and negative issues related to urbanization and its implications for quality of life, the environment, human creativity, civil society, and policy formation; skills in a range of social and geospatial science methods relevant to urban research, both academic and applied; and academically supported field experience in a number of cities.

Structure of the Major

- Students will enter the major through at least one of two gateway courses: The City in History, or Understanding Urbanization.
- Students will also need to take courses in research methods or theoretical paradigms.
- Students will study additional courses in a track developed in consultation with a faculty advisor.
- A capstone project.

Capstone

The capstone experience in Urban Studies is supported by the Urban Studio, a collective seminar, meeting, advising, and reporting space. There are two options for an Urban Studies capstone experience:

Option 1: Research Project.

Students completing this capstone option will have the opportunity to explore an agreed upon urban question through a piece of supervised, original, independent research. Students are free to select their topic, in conversation with their advisor. In Semester One of the fourth year, the Urban Studio will be used to support the development of the project (research design, sources, and methods). In Semester Two, the Urban Studio will be available for presentation and constructive feedback. This research can be presented as a written report in a style consistent with a journal paper or a research monograph; a multi-media presentation such as a documentary or creative film, or a photographic essay with storyboard and research justification; a complex visualization analysis (GIS, CAD, remote sensing), with a written methodology statement and data analysis.

Option 2: Urban Placement and/or Collaboration.

Students who are more interested in policy and applied pathways can choose to partner with a relevant external organization such as an NGO or governmental department working on urban issues. This is an option subject to availability of partner organizations. Students will complete a course of activity with their placement organization, and write up that experience and present it to their peers in the Urban Studio.

Sample courses

- Geospatial Urban Modeling and Visualization
- Urban Science: Water, Waste and Air
- Sustainable Cities
- Global Cities and Networked Urbanisms
- Migration and Urbanization
- Paris 1900: The Great World’s Fair
Elective Courses in 2013-14

All students in their first year at Yale-NUS College will take seven courses in common. All of the first semester courses are part of the Common Curriculum, as are three of the four courses in the second semester. Students interested in majoring in science will take Integrated Science in the second semester; students in the double degree program will take Law and Society at the NUS Law School. All other students will choose one elective course in their second semester.

Below are descriptions of the elective courses currently planned for the second semester of Year 1. This list may be modified, and other courses may be added, before the College opens in July. Language courses may be elected through NUS, and other NUS courses may be available depending on availability of slots and scheduling considerations. In the second year and beyond, students have many more opportunities to take electives, and this list will be substantially augmented.

An Anthropology of Literary Culture

This course will introduce students to the anthropology of language and the comparative study of literary cultures. Topics will include the discovery and geography of language families, early writing systems and the formation of literary languages, the role of language in the formation of politics throughout Asia and Europe, cosmopolitanism and vernacularization as cultural and historical processes, and the role of language and literature in the formation of modern nation states and ethnic identities. Readings will include primary texts from Asian and Middle Eastern literatures in translation, secondary work in literary criticism, history, and the anthropology of language. No prior knowledge or background in literature or anthropology is required, and readings will be brief and tailored to student interests.

Art and Politics: From Modernity to Post-Modernity

What does it mean for art to be political? To what extent do governments and their policies dictate and control artistic production? Can artists also shape politics and ideology in their turn? Drawing on art history, literature, political, feminist and queer theory, this course will investigate the complex inter-relationships between politics, ideology, and aesthetics in Modernity and Post-Modernity: from the French Revolution in 1789 to the radical art activism of Ai Wei Wei in present-day China. The course will introduce many of the major masterpieces of the 19th, 20th, and 21st centuries, from David’s “Oath of the Horatii” to Picasso’s “Guernica” and Damien Hirst’s “For the Love of God”. Although we will focus primarily on European art, comparative geo-historical cases will also be considered with side-trips to China, Japan, and Latin America. Through close readings of the form, content, and structure of artworks, students will explore ways in which art can be deployed in the construction and deconstruction of state mythologies, political ideologies, and cultural and identity politics. Key topics will include the rise of print culture, the advent of photography and film, and the development of abstraction, performance, and installation practices as “new tools” in the dissemination of radical ideas.

Divided Cities

As long as there have been cities, there have been social and economic divisions within them. We might think of the slave quarters of Ancient Athens and Rome, the ghettos of the Middle Ages, the racialized enclaves of colonial cities, the merchant sections of trading cities, or the severe class divisions of the industrialized city. These divisions mark sharp differences in economic income, political rights, and quality of life. These disparities are so great that scholars have even talked about the ‘dual city’. How and why do such differences arise? In what ways are these divisions expressed in the city’s social and spatial organization? What can and has been done about such divisions?
The course will tackle this important and persistent urban phenomenon through a range of examples, including: The ghetto, past and present; Race and segregation; Immigration and the city; Class, poverty and gentrification; Cultural quarters and commoditized difference. Students taking this elective will be introduced to a range of themes of central concern to urban studies, sociology, political science, and public policy. They will also be introduced to a range of qualitative and quantitative social science methods used to measure and represent social and economic division.

**The History and Culture of Southeast Asia**

Situated at one of the most important crossroads of the world, the cultures and civilizations of Southeast Asia have incorporated influences from India, China, and Europe into traditions indigenous to the region. Because of its unique position, scholars of Southeast Asia have had to wrestle with issues surrounding varied interpretations of indigeneity, nationalism, ethnicity, religion, and culture.

This course will examine Southeast Asia from a historical and anthropological perspective. We will explore such questions as: Can we speak of a "Southeast Asian" history and culture, or is Southeast Asia a product of its many external influences? How have colonialism and the struggle for independence altered the region? Because of its unique position, Southeast Asia has been changed by its neighbors—India, China, and Europe—and by its own traditions. The course will attempt to outline the organizational traits that characterized these interactions, both to understand why choices are as they are and the consequences of altering choices. Although this course will have a strong theoretical background, it will be heavily example-driven. Students will be expected to learn about economics via exposure to real-world data and research that has significantly shaped our understanding of the economy.

**Principles of Economics**

Economists are mainly concerned with the study of choice: choices made by consumers (spend or save?), firms (quantity versus price) and policy makers (bail out banks or reduce income tax?) are all within the purview of economic analysis. This course introduces the conceptual framework and methods developed by economists to examine such choices, both to understand why choices are as they are and the consequences of altering choices. Although this course will have a strong theoretical background, it will be heavily example-driven. Students will be expected to learn about economics via exposure to real-world data and research that has significantly shaped our understanding of the economy.

Foundational concepts of opportunity cost, making decisions at the margin, efficiency, and equilibrium will be introduced. We will then study various microeconomic and macroeconomic topics. Under microeconomics, we will analyze consumers’ and firms’ behavior in different market structures, discuss how the policies affect outcomes in these markets, and explore situations when government policy can alleviate market inefficiencies.

Under macroeconomics, we will learn about monetary and fiscal policy and their role in reducing unemployment and inflation. We will examine the ways in which international flows of goods and capital affect the economic outcomes in open economies.

**World History to 1500**

The human race comprises groups that are formed and organized along highly diverse social, ethnic, and organizational traits. Religion, economy, state-formation, and social hierarchy feature as important characteristics that define one group as distinct from others. Nonetheless, within these parameters, people, or civilizations, from different parts of the world have interacted with one another throughout history, both at the intersections of the respective economic or political spheres. These interactions are compelled by factors of natural geography, transportation, religion, and common cultural traits, such as religion, language, and even such economic tools as currency. In the process, the world has witnessed the formation of transnational empires, transregional beliefs tied intimately with international trade, and the formation of city-states located at the crossroads of the international economy.

The course will approach the history of the world up to AD 1500 both analytically and chronologically. It will attempt to outline the organizational traits that characterized the major civilizations of the pre-modern world, and to trace the development of human interactions at the regional and global levels, and of globalization, up until the threshold of European colonialism in the 16th century AD.
Special Programs and Resources
Concurrent Degree with Yale School of Forestry and Environmental Studies

The Five-Year Concurrent Degree Program offered by Yale-NUS and the Yale School of Forestry and Environmental Studies (YFES) is designed for students who want to pursue careers in an environmental field. The program will begin accepting students from the inaugural August 2013 intake in December 2016:

- The Yale-NUS Bachelor of Arts (Honors) or Bachelor of Science (Honors) degree will be awarded following completion of four years of undergraduate study.
- For Yale-NUS students admitted to the YFES 5th Year Concurrent Degree Program, the Master of Environmental Science (MES) or Master of Environmental Management (MEM) degree will be awarded following one additional academic graduate year of study at YFES.
- To be eligible for the 5th Year Program, Yale-NUS students must complete the Environmental Studies major requirements and spend one semester during their junior or senior year at Yale, taking upper level courses in Yale College in the US.
- Admitted students will also be expected to work in an environmentally-related position for one year following graduation from Yale-NUS, and prior to matriculating at YFES.
- The Master of Environmental Science degree is designed for students interested in conducting scientific research that contributes toward basic and applied knowledge. The course of study includes formalized training in the philosophy, ethics, and practice of science.
- The Master of Environmental Management degree is designed for students pursuing careers such as environmental policy, analysis, stewardship, education, consulting, or management concerning natural resource sustainability. The program aims to provide students with a scientific understanding of ecological and social systems, which they can apply in a policy or management context.

International legal work, for which Singapore is a hub, increasingly involves issues with transnational dimensions relating to commercial, environmental, corporate, and financial services law. This means there is a demand for lawyers with strong backgrounds in a variety of subjects including global affairs, environmental studies, life sciences, economics, and history.

The Double Degree Program in Law is a prestigious five-year program, offered jointly by Yale-NUS College and the NUS Faculty of Law, and provides a truly unique and interdisciplinary legal education in a residential, liberal arts setting. Successful candidates will graduate after five years of study with a Bachelor of Arts (with Honors) degree from Yale-NUS College and a Bachelor of Laws (with Honors) degree from the NUS Faculty of Law.

For the first four years of the program, students will live at Yale-NUS College and enjoy the full benefits of the residential college experience. Double Degree students will spend their entire first year at Yale-NUS College, taking the Common Curriculum and a specific law-related elective. In Years 2-4, students will split their time between the Common Curriculum, elective courses at Yale-NUS College, and core and elective law courses at NUS Law’s Bukit Timah campus. It will also be possible to incorporate a semester-long overseas exchange program at one of NUS Law’s partner institutions. In Year 5, students will move out of their Yale-NUS residential college and take classes full-time at Bukit Timah. A capstone project will also be pursued in Year 5, entailing a research and writing project in a topic combining law and the liberal arts.

Graduates of the Double Degree Program will qualify for admissions to the legal profession as Advocates and Solicitors of the High Court of Singapore. They may expect to work for a diverse set of global employers including Singapore and international law firms, large commercial banks, intergovernmental and non-governmental organizations, and institutions such as the Monetary Authority of Singapore, the Media Development Authority, the Infocomm Development Authority, and the Competition Commission of Singapore.
MBA with Yale School of Management

The Yale School of Management (SOM) admits a select handful of college seniors to a three-year Silver Scholars Program, which provides the unique opportunity to enter the Yale MBA program immediately after undergraduate study and move more quickly toward career goals. Yale SOM will offer special consideration to Yale-NUS students in recognition of the distinctiveness of a Yale-NUS education, the exceptional talent of the College’s students, and the strong preparation provided by an integrated liberal arts education.

Yale SOM’s mission is to educate leaders for business and society, and to attract intellectually curious, purposeful, and globally aware people. Silver Scholars are chosen for their combination of intellect, passion, and demonstrated potential to be future leaders in business, government, entrepreneurial, and nonprofit endeavors.

In the program’s first year, Silver Scholars complete the innovative Yale SOM integrated core curriculum, designed to build a broad understanding of economies, markets, and organizations for an increasingly complex global marketplace. Core curriculum courses integrate disciplines such as finance, operations, psychology, and organizational behavior to help students understand global challenges.

After the first year of study, Silver Scholars will apply their skills through full-time work experience. Yale SOM Career Development Office will help students explore potential career options and refine interview and networking skills.

After one or two years of work experience, Silver Scholars return to Yale SOM for their second year of studies to complete their MBA, taking either disciplined-based or integrative electives. These electives further build on their Yale-NUS academic experience and the core curriculum courses. This year also allows for specialization in an area of study either at Yale SOM or throughout the University at the graduate level.

Silver Scholar graduates have gone on to secure full-time employment with organizations such as Barclays, Boston Consulting Group, Google, Motorola, the New York Times, and the World Bank; many others have pursued entrepreneurial ventures. With the nature and rigor of the Yale SOM Silver Scholars Program, companies are consistently impressed with Silver Scholars’ ability to understand how markets function, how organizations and teams operate in different circumstances, and how to navigate complexities within and across societies.
Week Seven: Learning Across Boundaries

Designed to explore the Great Works in Philosophy and Political Thought and Literature and Art, Comparative Social Institutions, and Scientific Inquiry, the first year Common Curriculum provides a unique opportunity to explore timely issues that lie at the intersection of Social Science, Humanities and Natural Sciences, and to go beyond disciplinary boundaries.

Because all first year students follow the same courses and schedule, Week Seven: Learning Across Boundaries is designed to bring all students together during the middle of the semester so that small groups might explore a topic – be it in the lab or studio, field, or library – in more detail.

Week Seven: Learning Across Boundaries is scheduled to take place during the 7th week of the first semester. During this time, students, faculty, and staff will focus on a project outside of the traditional classroom setting. Students will choose from an array of local and regional options designed to reinforce the importance and relevance of each Common Curriculum module by exploring intersecting themes in their broader contexts. The week will culminate in a symposium, where students and faculty share the insights and knowledge they’ve gleaned during the week with members of the Yale-NUS community.

Here are some examples of what might be offered during Week Seven: Learning Across Boundaries

Quintessence: What is Perfection and can it be achieved?
What is the Fifth Element? What does it mean to be quintessential? Why quest for the Perfect? Students will explore a history of thought on this matter starting with Plato, continuing through the medieval ages of alchemy, and into modern science and technology. The aether of philosophy became the medium of force propagation in 18th century physics, and we now live in the age of the Ethernet. The ancients sought to understand perfection. The alchemists desired to distill the perfect substance that would bring health and wealth. Is this not still humanity’s dream in the 21st century? Can modern science and technology provide a new philosopher’s stone? How has the idea of perfection, or perfect understanding, changed over time? For some medieval alchemists, nature itself was perfect, a divinely ordered system. Not so for later philosophers, for whom nature’s defects became an equally worthy object of study. Together, students will quest into the past, consider the present, and think about the future. And to ensure that levity remains prominent, they will also indulge in activities such as watching Bruce Willis laser-gun his way to perfection in a movie aptly titled The Fifth Element.

Pottery Traditions of SE Asia
Students explore the scientific and cultural basis for the material culture that has been produced since the Neolithic period. Working with local potters, students will create their own ceramics and have the opportunity to curate an exhibition of their artistic output, and to explore how individual artistic products may be portrayed as cultural materials.

Rubbish
Investigating refuse in Singapore. Students will look at a range of environmental, social, political, and economic issues associated with garbage in Singapore, past and present. The week will include thinking about campaigns to prevent Killer Litter, the exporting and off-shoring of rubbish, the use of waste for landfill and the various ways waste is recycled, in industry and the home. The week will include a trip to Pulau Semakau, Singapore’s off-shore landfill, as well as input from relevant government and industry agencies.

Let’s Go Shopping!
During this field-based trip, students will visit a range of shopping spaces in Singapore, and place these spaces into the history of the transformation of shopping spaces and consumption in modern society. The week will involve visits to a number of markets and malls (some well known, others less so) and studies of their different logics of supply, presentation, and shopping.

Rebuilding Banda Aceh
Students and faculty will travel across the Malacca Strait to explore the city destroyed by the 2004 Indian Ocean tsunami. How is the city managing the reconstruction in a way that they will be less vulnerable to future hazards? What is the heritage of the tsunami, and how does it reflect both this disaster and the preexisting culture? How is environmental sustainability incorporated into this new city?
To infuse the grand traditions of a liberal arts education and residential college life, Yale University will host the inaugural class of 150 Yale-NUS students in an innovative Summer Immersion Program. Students will live together with faculty in one of the Residential Colleges at Yale and will interact with Yale-NUS and Yale professors in small seminars and colloquia lectures without grades or course credits. This 3-week experience will create student and faculty cohesion, jump-start student extracurricular and residential life, and instill Yale-NUS school spirit.

**Academics**
Each week will feature a different academic theme with a focus on participatory, seminar-style learning. Beyond these topics, Rector’s Teas in the afternoons will feature other exciting speakers across a broad range of disciplines and professions.

**Week 1** will focus on Environment and Sustainability. This module will emphasize the science and policy behind major contemporary issues such as climate change, sustainable energy, environmental health, food industry, farming, and oceans. The week will include short trips to rustic locations around New England and will highlight some of Yale’s state-of-the-art sustainability efforts, such as Kroon Hall, known as Yale’s greenest building.

**Week 2** will feature Migration and Urbanization: two topics tied closely to the histories of both Singapore and the US. This module will overlap with a field trip to New York City, where students will see the successes and consequences of immigration first-hand in a custom bus tour of the city and neighboring boroughs, which are rich in diversity. Students will also experience the arts through dance, theater, art, or music, as a treat that will showcase the diversity of the Big Apple.

**Week 3** will consist of a series of lectures, readings, and discussions that delve into what it means to be a leader in a globalized world. Areas of study include strategic analysis of great leaders and empires, global challenges, international security, and international institutions. These topics are approached from the fields of applied ethics, business, economics, history, international relations, law, politics, and public policy.

**Extracurriculars**
Yale-NUS Summer 2013 will introduce students to the vibrant extracurricular life of a liberal arts college, and provide a team-building foundation for both extracurricular and academic life at Yale-NUS. Students will engage in intramural sports, participate in Rector’s Teas, and create their own events via active student government. A Club Leadership module will challenge teams of students to present plans for new student organizations.

In addition to the New York trip, a field trip to Boston will highlight American colonial history with historic walking tours, and as an elective activity, students will choose between an excursion to Salem, a visit to peer institutions of Harvard and MIT, or an in-depth tour of Boston.

A final alumni and internship sponsor event, held in New York City, will expose students to one-on-one relationships with people who have had successful careers coming out of the liberal arts. It will give students an idea of how their education will prepare them not only for their chosen career after graduation, but also for any career they might choose in the future. Summer 2013 will similarly prepare students for any path they might choose at Yale-NUS and beyond.

**Dining**
From the welcome dinners at Yale during the first week to the farewell dinner at the Yale Club of New York City, Yale-NUS Summer 2013 will bring all students and faculty together over several formal banquets. The meal plan will include three meals a day, plus special events such as an outdoor barbecue, a New England clambake, and a sushi night. In light of the observance of Ramadan, which spans across the program duration, arrangements will be made to serve food before and after sunset each day. In addition, one evening will feature a Ramadan celebration dinner after sunset to further celebrate diversity and inclusiveness.
The colleges are central to the fabric of Yale-NUS College

As a student of Yale-NUS, you will be a member of one of three Residential Colleges. With just over 300 students per college, each Residential College will have its own dining hall, common spaces, student-run café, study areas, faculty offices, classrooms, and exercise facilities. These are not dorms. Each Residential College is an intimate community within the larger Yale-NUS community, with a Rector, Vice-Rector, and faculty fellows who live within the college alongside the students. All students will be active members of a truly diverse community, with peers from around the world.

The colleges are an extension of the educational mission of Yale-NUS

We learn through engagement with the unfamiliar. A fundamental skill for the 21st century is how to be an active member of a diverse organization. Our students will learn this in the ideal environment: Home. Students will actively engage with ideas and cultures that are unfamiliar. Education extends far beyond the classroom. Students will debate with their classmates and professors at nights, on weekends, in common rooms, off campus, and most often in the dining halls. Each dining hall serves as an informal classroom, where students and faculty sharpen their ideas, and every member of the colleges is a student and a teacher. With a curriculum as innovative as Yale-NUS, there will be a lot to discuss.

The colleges are workshops for leadership

Students will learn leadership by forging their own student governments, collaboration by living and working within a diverse community, innovation by creating student groups and start-ups, independence through unique projects, teamwork through athletics, confidence through theater, public speaking through debate, and learn to write persuasively through journalism. There will be no greater need for vision than in these early years of the university.

Dean’s Fellows

The Dean’s Fellows are recent college graduates from around the world and they too will be living with the students. All fellows are committed to a liberal arts education and were immersed in residential life while students themselves. Every fellow has lived or worked abroad, and for many, Yale-NUS will be their opportunity to call a third continent home. Each fellow has unique strengths and as a team they have experience in nearly all areas of academic, athletic, and artistic pursuits. These fellows are uniquely qualified to serve as mentors, tutors, coaches, and even fans. All Dean’s Fellows will be joining the students for the Summer Immersion in New Haven.

Residential Colleges: Live, Learn, Lead

As a pioneering Yale-NUS student, you will have the opportunity to experience one of Yale’s most distinctive features – the Residential College. Here, you will have the kind of community Yale has fostered for almost a century: unique residential neighborhoods, each with its own character, facilities, and more.
students to gather in small groups and interact with a distinguished guest speaker over tea and snacks. Students will suggest who to invite to tea, and the Rector will help make it happen.

As the Inaugural Rector, tsunami scientist Professor Brian G McAdoo will inspire students to explore aspects of mind, body, and spirit within the College. An earth and environmental scientist, the Yale-NUS Professor of Science spends a lot of time in the field, often with students, figuring out why things are the way they are. His teaching approach involves creating a dialogue of teaching and learning, and hands-on experience with real challenges in the environment.

Once an economics major at Duke University, Professor McAdoo fell in love with geology after taking a class to fulfill a science requirement. He went on a Fulbright scholarship in New Zealand, to study the Alpine fault, which separates the Indo-Australian and Pacific plates. During his PhD studies in Earth Sciences at the University of California, Santa Cruz, Professor McAdoo completed eight dives to the bottom of the ocean in the deep-sea research vessel Alvin while researching submarine landscape evolution. This eventually led to an interest in earthquakes and tsunamis. Following the 2004 Indian Ocean disaster, he was asked to join UNESCO post-tsunami reconnaissance teams in Sri Lanka, the Maldives, and Indonesia. He felt that subsequent disasters, such as hurricanes in the Gulf of Mexico, the earthquake in Haiti, and tsunamis in the Solomon Islands, Samoa, Java, and Japan, show that researchers do not communicate effectively across disciplines, and lack the framework to work with those in charge of recovery.

Professor McAdoo is currently working with UNESCO, the Partnership for Environment and Disaster Risk Reduction, and the International Union for the Conservation of Nature to design trans-disciplinary post-disaster surveys. From 1998 to 2012, he taught courses in geophysics, oceanography, as well as a variety of interdisciplinary courses in the Earth Science and Geography Department at Vassar College.
Taking your Yale-NUS education on the road
Linking learning and living is an integral part of a Yale-NUS education, and CIPE will offer an array of opportunities for students to extend their learning beyond the classroom and sharpen their education on the edges of the real world. The Center and its dedicated team of counselors will work with every Yale-NUS student from his or her arrival on campus to craft an individualized portfolio of learning opportunities, offering programming and services in the following areas:

- Study Abroad (Cultural Immersion)
- International Summer Sessions
- Internships and Fellowships
- Research Attachments
- Career Services and Placement
- Service Learning and Civic Engagement
- Leadership Training and Development
- Graduate and Professional School Advising

CIPE counselors, familiar with assessment and self-reflection tools, will provide support for navigating these opportunities, help students identify areas for improvement, and connect each student with the best matches for maximizing his or her growth. Emphasis will be placed on transformative experiences that might shape one’s academic interests, influence one’s career path, and allow students to explore and go beyond their comfort zones. The Center will offer guidance on how to choose the right opportunity, preparation to help launch each student in his or her new milieu, and support for each student’s intellectual, professional, and personal development during and after the experience.

The promise of an international perspective
Each Yale-NUS student is guaranteed an opportunity to study abroad or to have an overseas internship, and to participate in exclusive programming such as:

- Interning with a leading Singaporean or multinational company or with an NGO making an impact in the region.
- Studying abroad at Yale University, Yale-in-London, or at one of NUS’ Semester Abroad Programs in over 80 countries.
- Participating in innovative signature offerings such as the NUS Overseas College Program, which offers internships at start-up companies in entrepreneurial hubs like Silicon Valley, Israel, India, China, Sweden, and Singapore.
- Taking part in a wide range of Yale Global Summer Sessions held at Yale and around the world.
- Joining a Yale Bulldogs summer program hosted by Yale alumni in 13 cities across the globe.

Beyond a Yale-NUS education: connecting with a dynamic community
As members of both Yale and NUS’ alumni societies, Yale-NUS students will be able to draw on a combined network of 210,000 NUS alumni in over 100 countries and 170 Yale Alumni Clubs throughout the world, 14 of which are in Asia (including Singapore). The Center will connect students with alumni mentors, facilitate contacts with alumni, provide access to a comprehensive online database of alumni, and bring luminaries to campus to speak in their fields of expertise.

The World is your Campus
The Center for International and Professional Experience (CIPE) is the Yale-NUS student’s gateway to the world. Through the Center, students will be able access a portfolio of global opportunities designed to enhance their academic learning, broaden their perspectives, and hone the skills they need to succeed as today’s students and tomorrow’s leaders.

The Center will also bring the world to Yale-NUS’ doorstep, arranging innovative leadership programming, inviting distinguished visitors across disciplines, and hosting a signature speakers series that will afford students a kaleidoscope of perspectives for framing their education and envisioning their future plans.
Academic Calendar
AY2013/2014

Semester One (4 July - 6 December 2013)

3 July Move-in day
4 July Orientation begins
10 July Depart for Yale University
12 July - 2 August Summer Immersion at Yale
4 - 9 August Return to Singapore, break begins
12 August Classes start
21 - 29 September Break
30 September - 4 October Week Seven: Learning Across Boundaries
22 November Classes end
25 November - 6 December Final papers and projects
7 December - 12 January 2014 Vacation

Semester Two (13 January - 9 May 2014)

10 January Check-in day
13 January Classes start
22 February - 2 March Break
18 April Classes end
19 - 25 April Reading Week
28 April - 9 May Final papers and projects
10 May - 3 August Vacation

Information is accurate at the time of printing.
Dates of public holidays in Singapore are available at the Ministry of Manpower’s website.
Yale-NUS Faculty
Besides the United States and Singapore, our inaugural faculty hail from Australia, Malaysia, Canada, India, Kenya, Hong Kong, Poland, Russia, Spain, and Taiwan. Each is highly qualified in his or her area of expertise, bringing with them years of experience in undergraduate teaching. Rather than traditional academic departments, our faculty members will teach in three divisions: Science, Social Science, and Humanities.

Science Faculty

Shaffique Adam
Assistant Professor of Science (Physical Sciences, Physics)
Stanford University, BS; Cornell University, PhD
Email: shaffique.adam@yale-nus.edu.sg

As a theoretical physicist, Dr Adam is excited about understanding the complex and surprising ways electrons behave when they are subject to the interplay of quantum mechanics, material imperfections, confined geometries, and interactions with other electrons. He was recently awarded a Singapore National Research Foundation Fellowship which includes a five-year research grant totaling approximately S$5 million to support research on the effects of electron interactions in new materials such as graphene and topological insulators. Dr Adam has published over 30 manuscripts in prominent journals including Nature, Nature Physics, The Proceedings of the National Academies of Sciences, and Physical Review Letters. As a graduate student, he helped set up a S$25 million initiative to create a dynamic living and learning residential environment where undergraduate students live together with faculty and graduate students, and work in partnership to realize their full intellectual, social, and leadership potential.

Charles Bailyn
Dean of Faculty
University of Science (Physical Sciences, Astronomy)
Yale University, BS; Harvard University, PhD
Email: charles.bailyn@yale-nus.edu.sg

Professor Bailyn is the author of over 120 refereed scientific papers relating to the observational study of black holes and related sources of X-rays, dense star clusters, and the consequences of collisions between stars. His work on measuring the masses of black holes was awarded the 2009 Bruno Rossi prize granted in Singapore, the US, and India. He was one of three recipients of the inaugural L’Oreal-UNESCO for Women in Science National Fellowships in Singapore in 2009. In 2011, she won an A*STAR Philip Yeo Prize. Dr Fullwood is a council member of the Singapore Institute of Biology and an invited member of the advisory panel for the Next-Generation Sequencing Asia Congress 2012, sponsored by Oxford Global. She is also a member of the Human Genome Organization and the American Association for Cancer Research.

A J (Jon) Berrick
Professor of Science (Mathematics)
Sydney University, BA; Oxford University, PhD
Email: jon.berrick@yale-nus.edu.sg

Professor Berrick specializes in algebraic topology and K-theory. He has authored or co-authored three books, edited several others, and published over 60 articles. He is the recipient of a number of awards, including A*STAR National Science Award, NUS Science Faculty Outstanding Scientist Award, Swiss National Research Foundation award, and NUS Science Faculty Teaching Excellence Award. He has also received numerous international invitations to participate in visiting professorships, and to serve as principal or co-principal at conferences and other scholarly activities. He has been involved in many student project supervisions, from secondary to postdoctoral levels. From 2003 to 2009, he was a member of the Re-Make NUS Task Force and has been a member of the NUS Senate Delegacy for most of the last decade. He is currently a member of the University Committee for Educational Policy and serves on its Graduate Education Subcommittee.

Melissa Jane Fullwood
Assistant Professor of Science (Life Sciences, Biology)
Stanford University, BS; National University of Singapore, PhD
Email: melissa.fullwood@yale-nus.edu.sg

Dr Fullwood specializes in investigating human functional genomics through novel next-generation sequencing-based genomic technologies. She has published 11 manuscripts in several journals, including Nature, Genome Research, and Genome Biology; and her work has been cited 365 times. Her 2009 Genome Research review remains one of the top 10 most frequently viewed articles in Genome Research. She is a co-inventor on two patent filings, one of which has been granted in Singapore, the US, and India. She was one of three recipients of the inaugural L’Oreal-UNESCO for Women in Science National Fellowships in Singapore in 2009. In 2011, she won an A*STAR Philip Yeo Prize. Dr Fullwood is a council member of the University Scholars Program, he chaired the curriculum committee for six years, and has designed and taught modules in the science domain. He also recently led a review of the curriculum at the University Scholars Program, which has reshaped the curriculum with changes to be implemented within the next two years.

Jan Gruber
Assistant Professor of Science (Life Sciences, Biology)
Yale University, BS; University of Cambridge, MPhil; Imperial College, MS, DSIF
Email: jan.gruber@yale-nus.edu.sg

Dr Gruber has been fascinated with aging and all its aspects and implications for over a decade. His research aims to elucidate molecular mechanisms of aging, in particular to understand the role of damage and mitochondria in aging and to test related intervention strategies against aging and age–dependent diseases. In 2005, Dr Gruber joined the laboratory of Professor Barry Finegold at NUS, initially working on biomarkers of oxidative damage and their clinical application. In 2006, wanting to explore biological aging in the laboratory, he founded the Cantharidins elegans (nematode worm) aging laboratory at the NUS Centre of Life Sciences. In addition to teaching and mentoring students in the laboratory, Dr Gruber has lectured at NUS since 2007 on free radical biology and mechanisms of aging, and clinical biomarker analysis. He has also been involved in teaching students the critical evaluation of primary literature. He regularly hosts students who are on attachment, are visiting, are on outreach programs, or are working on international projects.

Kang Hway Chuan
Assistant Professor of Science (Chemistry)
Yale University, BS; California Institute of Technology, PhD
Email: kanghway.chuan@yale-nus.edu.sg

Professor Kang applies quantum and statistical mechanical methods to a broad range of problems, mostly in surface chemistry, with the goals of elucidating the link between material properties and molecular behavior, and making the connection between experimental results and first-principles calculations to clarify the microscopic picture of molecular processes. He is currently working on the chemical, electronic, and magnetic properties of small transition metal clusters absorbed on and the interactions of silanes on silicon-germanium surfaces, and on the influence of the ion-Orbital coupling upon dynamical calculations in the Car-Parrinello method. Professor Kang has been actively involved for many years in the development of modules in the Chemistry Department.

In the University Scholars Program, I chaired the curriculum committee for six years, and have designed and taught modules in the science domain. I also recently led a review of the curriculum at the University Scholars Program, which has reshaped the curriculum with changes to be implemented within the next two years.

Jeremy Kua
Associate Professor of Science (Chemistry)
Reed College, BA, California Institute of Technology, PhD
Email: jeremy.kua@yale-nus.edu.sg

Professor Kua specializes in using computational methods to study a broad range of chemical systems. His current interest is in applying multi-scale computational methods to understand how small molecules self-assemble into larger, more complex chemical systems. His research has included studying the formation in the atmosphere, the assembly of porous organic and inorganic materials, and the chemistry of the origin of life. The majority of his peer-reviewed published work can be found in the Journal of Physical Chemistry and the Journal of American Chemical Society; he has also been published in the Journal of Chemical Physics, Organometallics, Protein Science, the Journal of Chemical Education, and Origin of Life and Evolution of the Biospheres.

Lai Choy Heng
Executive Vice-President (Academic Affairs)
Assistant Professor of Science (Physical Sciences, Physics)
University of Chicago, BA, PhD
Email: choyheng.lai@yale-nus.edu.sg

Professor Lai’s current areas of research are in complex systems and complex networks as well as in quantum information and computation. He was among the pioneers in Computational Sciences at NUS, and became its first Department Head in 1996. A member of the theoretical physics group in the Department of Physics, Professor Lai initiated with his colleagues the quantum computing movement, which eventually attracted Professor Artur Ekert, a leading authority in quantum information and computation, to Singapore and led to the formation of the Centre for Quantum Technologies (CQT) in 2007, a Research Centre of Excellence in quantum information science and technology at NUS where Professor Lai holds the concurrent position of Department Director. Professor Lai was actively involved in the promotion of nanoscale science and technology, first as the Dean in the Faculty of Science, and later as the Chair of the Management Board of the NUS NanoScience and NanoTechnology Initiative. He was also the Chair of the NUS A*STAR TechScan Panel on Nanotechnology from 2004 to 2005.
Brian G McAdoo
Professor of Science (Physical Sciences, Environmental Studies) Duke University, BA; University of California, Santa Cruz, PhD Email: brian.mcadoo@yale-nus.edu.sg

Professor McAdoo is a tsunami scientist who has studied the processes that help shape the deep ocean sea floor. After working as an exploration geologist for a major oil company in the Niger Delta, he realized that an interdisciplinary understanding was required to address the multitude of social and environmental problems associated with the industry. Professor McAdoo was a member of one of the first scientific teams to document the effects of the 2004 Indian Ocean tsunami in Sri Lanka, the Maldives, and Aceh Province in Indonesia. Responses to subsequent disasters in the Solomon Islands, Samoa, Haiti, and Japan inspired Professor McAdoo’s present research and a new course on Risk and Geohazards that ties together geophysical events, economic development, and social realities in areas affected by earthquakes, tropical cyclones, and climate change.

William H Piel
Assistant Professor of Science (Biology) Cornell University, BS; Harvard University, PhD Email: william.ppiel@yale-nus.edu.sg

While at Harvard, Dr Piel developed TreeBASE, an online scientific database for storing and querying the accumulated scientific knowledge of species relationships and the tree of life. Following Harvard, he worked at Leiden University in the Netherlands on the molecular systematics of European land mites. Then in 2002, he served as Research Assistant Professor at the University at Buffalo, conducting NSF-funded informatics projects with water fleas and continued his development of TreeBASE. In 2006, Dr Piel began work at the Yale Peabody Museum where he has developed informatics resources relating to museum collections and evolutionary biology. He is the author of 32 publications, including four book chapters. Having previously been a tutor at Yale’s Timothy Dwight College, Dr Piel is a champion of residential college life: the total immersion in an intellectual environment that fosters both academic and personal growth. He is interested to see how this model can be adapted to blend well with Singaporean traditions and culture, and is keen to help foster activities, programs, and events in and around the College.

Nicholas Tolwinski
Assistant Professor of Science University of Colorado, BA; Princeton University, PhD Email: nicholas.tolwinski@yale-nus.edu.sg

Dr Tolwinski specializes in analyzing the early embryonic development of Drosophila. His research focuses on signal transduction, or the intra-cellular communication that organizes groups of cells into tissues, and what goes wrong when cells disregard signals and form cancers. He has led a team of four to five researchers exploring these basic mechanisms of cancer. He has published in several journals, including Developmental Cell, EMBO Journal and PLOS. Dr Tolwinski’s courses have included basic biology, genetics, laboratory courses, as well as human genetics, reproduction and public policy. Professor Tolwinski’s teaching has been recognized with the Princeton University teaching award.

Social Science Faculty

Ananthi Al Ramiah
Assistant Professor of Social Science (Psychology) University of Oxford, MA, MSc, DPhil; Oxford Brookes University, MS Email: ananthi.al.ramiah@yale-nus.edu.sg

Dr Al Ramiah specializes in the social psychology of intergroup conflict. Her research in this area includes an emphasis on the role of intergroup contact in combating intergroup conflict. She is currently working on a series of articles on the antecedents of intergroup contact and the impact of ethno-religious diversity on perceptions of trust. She has been published in several journals, including British Journal of Social Psychology, Government and Opposition, British Journal of Educational Psychology and Political Psychology. She has also published several book chapters including one in the Oxford Handbook of Political Psychology.

Christopher Asplund
Assistant Professor of Social Science (Psychology) Princeton University, AB; Vanderbilt University, PhD Email: christopher.asplund@yale-nus.edu.sg

Long fascinated by the amazing cognitive abilities and severe limitations of the complex human brain, Dr Asplund studies the neural mechanisms supporting attention, working memory, and reasoning, often by exploring their frequent failures. Since moving to Singapore, Dr Asplund has extended his studies of human limitations by examining how sleep deprivation challenges brain function. At Yale-NUS, he looks forward to mentoring students engaged in conducting behavioral experiments, building computational models, and employing neuroimaging techniques. For the past year, he has served as course coordinator for From Bench to Bedside, an NUS freshman seminar about medical research. Dr Asplund has helped to implement team-based learning in this course, adapting techniques from Duke-NUS while providing unique teaching opportunities for post-doctoral researchers.

Keith A Darden
Associate Professor of Social Science (Psychology) Stanford University, BA; University of California, Berkeley, MA, PhD Email: keith.darden@yale-nus.edu.sg

Professor Darden specializes in international relations, comparative politics, and the politics and culture of Europe. He is the author of Economic Liberalism and Its Rivals, the forthcoming Resisting Occupation: Mass Schooling and the Formation of Durable National Loyalties, and several articles, most recently in World Politics, Political Society, and Ethnopolitics. He was awarded the Gregory M Luebbert Prize for Best Article in Comparative Politics published by the American Political Science Association for “The Great Divide: Literacy, Nationalism, His articles have appeared as numerous book chapters. He is currently co-editing a special issue of the Economic and Political Weekly on new work on the Swadeshi movement in India and its linkages to patterns of political mobilization around the world. He has taught graduate and undergraduate courses on critical, ethnographic, and historical approaches to South Asia; language and public practice; gender, nationalism, and the public sphere; media, poetics, and performance; and contemporary anthropological theory.

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Assistant Professor of Social Science (Psychology) University of Oxford, MA, MSc, DPhil; Oxford Brookes University, MS Email: ananthi.al.ramiah@yale-nus.edu.sg

Dr Al Ramiah specializes in the social psychology of intergroup conflict. Her research in this area includes an emphasis on the role of intergroup contact in combating intergroup conflict. She is currently working on a series of articles on the antecedents of intergroup contact and the impact of ethno-religious diversity on perceptions of trust. She has been published in several journals, including British Journal of Social Psychology, Government and Opposition, British Journal of Educational Psychology and Political Psychology. She has also published several book chapters including one in the Oxford Handbook of Political Psychology.

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Long fascinated by the amazing cognitive abilities and severe limitations of the complex human brain, Dr Asplund studies the neural mechanisms supporting attention, working memory, and reasoning, often by exploring their frequent failures. Since moving to Singapore, Dr Asplund has extended his studies of human limitations by examining how sleep deprivation challenges brain function. At Yale-NUS, he looks forward to mentoring students engaged in conducting behavioral experiments, building computational models, and employing neuroimaging techniques. For the past year, he has served as course coordinator for From Bench to Bedside, an NUS freshman seminar about medical research. Dr Asplund has helped to implement team-based learning in this course, adapting techniques from Duke-NUS while providing unique teaching opportunities for post-doctoral researchers.

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Professor Darden specializes in international relations, comparative politics, and the politics and culture of Europe. He is the author of Economic Liberalism and Its Rivals, the forthcoming Resisting Occupation: Mass Schooling and the Formation of Durable National Loyalties, and several articles, most recently in World Politics, Political Society, and Ethnopolitics. He was awarded the Gregory M Luebbert Prize for Best Article in Comparative Politics published by the American Political Science Association for “The Great Divide: Literacy, Nationalism, His articles have appeared as numerous book chapters. He is currently co-editing a special issue of the Economic and Political Weekly on new work on the Swadeshi movement in India and its linkages to patterns of political mobilization around the world. He has taught graduate and undergraduate courses on critical, ethnographic, and historical approaches to South Asia; language and public practice; gender, nationalism, and the public sphere; media, poetics, and performance; and contemporary anthropological theory.

George Bishop
Professor of Social Science (Psychology) Hope College, BA; Yale University, MS, PhD Email: george.bishop@yale-nus.edu.sg

Professor Bishop’s career in research and teaching has spanned three continents, including North America, Africa, and Asia. His research interests are in health psychology, with a particular focus on cardiovascular responses to stress, and genetic markers associated with individual differences in those responses. He has also done research concerned with lay concepts of physical illness as well as public perceptions of HIV/AIDS. Professor Bishop has published extensively in professional journals, and is the author of the health psychology text, Health Psychology: Integrating Mind and Body, and is currently Associate Editor of the Annual of Behavioral Medicine. In addition to his teaching and research, Professor Bishop has been involved in various community activities, including service to community groups, such as the Singapore Hospice Council, as well as with the Singapore government on a consultancy basis, and through membership on various advisory committees.
Dr Paul’s research interests include immigration, globalization, race, gender, and labor, with a focus on emerging patterns of migration from, to, and within Asia, and the advancement of migration theory as a whole. She has published sole-authored articles in several of the top journals within sociology, including the *American Journal of Sociology*, *Ethnicity and Racial Studies*, and the *Journal of Ethnic and Migration Studies*. In line with Dr Paul’s research interests, she is eager to teach courses that deal with issues of race/ethnicity, migration, globalization, gender, and labor, bringing a global focus to all of her classes. Given her journalism background and two-year stint as Yearbook editor as an undergraduate, she is especially looking forward to working with Yale-NUS students interested in starting a college newspaper.

**Guillem Riambau-Armet**

Assistant Professor of Social Science (Economics)  
University Autonoma de Barcelona, BA;  
Boston University, PhD  
Email: guillem.riambau@yale-nus.edu.sg

Dr Riambau-Armet’s research focuses on political economy, applied microeconomics, and development economics, including topics such as urban studies and behavioral economics. Dr Riambau-Armet has taught macroeconomics and international finance. In 2011, he was awarded the Special DGS prize for sustained excellence in teaching services at Boston University.

**Rene Saran**

Assistant Professor of Social Science (Economics)  
St Stephen’s College, Delhi, BA;  
Duke School of Economics, MA;  
Brown University, PhD  
Email: rene.saran@yale-nus.edu.sg

Dr Saran is an economic theorist with interests in microeconomics and game theory. Broadly, he is interested in human behavior and its consequences for social and economic problems. Until now, he has researched topics in mechanism design, learning in games, and political economy. A significant part of his research is situated at the interstices of disciplinary boundaries, and while he uses economic methodology, he also draws upon the results and engages with the questions posed in the disciplines of psychology and political science. Dr Saran has published aspects of his work in different journals, including *Games and Economics Behavior* and *Journal of Economic Theory*.
and the Nietzschean tradition, which draws attention to the unsettling historicity of normative convictions. Her research has been published in Therrai and the Journal of the History of Philosophy.

Rebecca Gould
Assistant Professor of Humanities (Literature)
University of California, Berkeley, BA; University of London, MA; University of Hull, PhD
Email: rebecca.gould@yale-nus.edu.sg

Dr Gould specializes in the literatures of the Middle East and the Caucasus, which she frequently studies in a comparative context. Her articles on comparative literary subjects have recently appeared or are forthcoming in Philosophy & Literature, Telos, Modern Philosophy, Callaloo, Studies in the Novel, Translation and Literature, Mosaic, The Journal of Islamic Studies, The Journal of Literary Theory, Early Modern Women and al-Masaq. Dr Gould’s book manuscript is entitled Transgressive Semantics: A Literary Anthropology of Islamic Resistance to Colonialism in the Caucasus.

Jessica Hanser
Assistant Professor of Humanities (History)
University of Chicago, BA; University of Cambridge, MA; Yale University, PhD
Email: jessica.hanser@yale-nus.edu.sg

Dr Hanser specializes in early modern Britain and Europe, the history of the British Empire, cross-cultural exchange, and Qing dynasty history. She has published an article in Northern History entitled Teatime in the North Country: the consumption of Chinese exports in North East England. She is currently turning her dissertation “Mr Smith Goes to China”, which won the Hans Gatzke Prize for Outstanding Dissertation in European History, into a book manuscript.

Derek Heng
Associate Professor of Humanities (History)
National University of Singapore, BA; University of London, MA; University of Hull, PhD
Email: derek.heng@yale-nus.edu.sg

Professor Heng specializes in the (pre-)modern trans-regional history of Maritime Asia, with an emphasis on the Maritime Southeast Asia-South China Sea-Bay of Bengal nexus. He seeks to develop knowledge on the state formation processes in the interspatial state of maritime realms, and the interactive dynamics between societies of such region and tier-one states and sub-regional powers on the Asian continent. He utilizes archaeological and historical sources for his research. He is the author of Sino-Malay Trade and Diplomacy in the Tenth Through the Fourteenth Century, and has published several book chapters and articles in the Journal of Southeast Asian Studies, Journal of Song-Yuan Studies, Journal of the Malaysian Branch of the Royal Asiatic Society, and International Journal of Maritime History.

Andrew Hui
Assistant Professor of Humanities (Literature)
St John’s College, BA; Princeton University, MA; PhD
Email: andrew.hui@yale-nus.edu.sg

Dr Hui works on the classical tradition of European Renaissance literature, with attention to poetry, the epic, tragedy, the visual arts, and the hermeneutic engagements between philosophy and modernity. Broadly interested in the ways that humanist authors received and transformed the afterlife of antiquity, he is completing a book manuscript, The Poetics of Ruins in Renaissance Literature, which argues that the period was a ruin-saience, the birth of the ruin as a category of cultural discourse. He has further interest in East/West cultural encounters, and plans a future book project tentatively entitled, Sinographia: The Chinese Language as Cipher in Early Modern European Philosophy.

Taran Kang
Lecturer in Humanities (History)
University of Alberta, BA, MA; Cornell University, PhD
Email: taran.kang@yale-nus.edu.sg

Dr Kang specializes in modern European intellectual history. His research seeks to bring a global perspective to the history of ideas with attention to Europe’s position in relation to other parts of the world. In his dissertation, he explores how an influx of knowledge about India during the Enlightenment shaped European thinkers’ ideas about the meaning, movement, and structure of world history. He is also interested in how the Western philosophical tradition has been imagined in relation and opposition to non-Western traditions of thought, a topic on which he has presented at the German Studies Association and the American Comparative Literature Association. His recent work examines the problem of origins in history; he has a forthcoming article on Hannah Arendt’s theorization of origins, and is conducting research for a project on the origin of moral ideals in Nietzsche’s On the Genealogy of Morals.

Cathay Liu
Assistant Professor of Humanities (Philosophy)
University of California Irvine, BA, MA; University of North Carolina at Chapel Hill, PhD
Email: cathay.liu@yale-nus.edu.sg

Dr Liu’s research interests are interdisciplinary, as she is interested in Descartes’ philosophy of mathematics and physics. She is currently working on a series of articles stemming from her dissertation on Descartes’ philosophy arising from the developments begun during the scientific revolution, specializing in early modern philosophy, and the philosophy and history of science. Her research in these areas includes an emphasis on Descartes’ philosophy of mathematics and physics. She is currently working on a series of articles stemming from her dissertation on Descartes’ metaphysics of numbers, his development of analytic geometry, and his unification of mathematics with physics. Dr Liu has also begun some new research on the mathematics and physics found in Descartes’ Compendium of Music.

Petrus Liu
Assistant Professor of Humanities (Literature)
University of California, Berkeley, BA, MA, PhD
Email: petrus.liu@yale-nus.edu.sg

Professor Liu specializes in modern Chinese literature, East-West literary relations, gender, cultural studies, theories of the novel, and approaches to the realism in philosophy, visual arts, and literature. His research includes an emphasis on the social and political contexts of literature. Professor Liu is the author of Stateless Subjects: Chinese Martial Arts Literature and Postcolonial History and co-editor of Beyond the Straits: Transnationalism and Queer Chinese Politics. More recently, Professor Liu has contributed an essay on queer human rights and another article on the realism of minor political economies on peripheral Realism. His other current projects include an edition of Stateless Subjects, an essay on comparative literary modernism between China and the West, a research article on the classical Chinese novel journey to the West, and a new novel Cold War cultures in Germany and Taiwan.

Neil Mehta
Assistant Professor of Humanities (Philosophy)
Swarthmore College, BA; University of Michigan, MA, PhD
Email: neil.mehta@yale-nus.edu.sg

Dr Mehta specializes in the philosophy of mind and epistemology. In the philosophy of mind, his research has focused on phenomenal consciousness and mental representations. In epistemology, his research has centered on the nature of evidence and perceptual justification. He is currently working on a series of articles on the content of experience. His articles have been accepted for publication in Philosophical Studies, Philosopher’s Imprint, and Pacific Philosophical Quarterly.

Rajeev Patke
Director, Division of Humanities
Professor of Humanities (Literature)
Ferguson College, BA, University of Pune, MA
University of Oxford, DPhil
Email: rajeev.patke@yale-nus.edu.sg

Professor Patke’s Master Degree in Philosophy focused on modern British and American literature, and his doctoral work focused on modern American poetry. At NUS, he developed a research and teaching interest in four other areas: postcolonial studies, contemporary Irish poetry, contemporary applications from the writings of Walter Benjamin, and the relation between literature and the arts, especially painting and music. Professor Patke has published over...
100 articles and chapters in books, and he is the author of The Long Poems of Wallace Stevens, Postcolonial Poetry in English, and The Routledge Concise History of Southeast Asian Writing in English. A fourth book, Modernist Literature and Postcolonial Studies, is scheduled for publication in 2013.

Jessica Ratcliff
Assistant Professor of Humanities, History
Vassar College, BA; University of Oxford, MSc, DPhil
Email: jessica.ratcliff@yale-nus.edu.sg

Dr Ratcliff works on the history of science and technology. She specializes in Britain and its former empire from the 17th through the 19th centuries. A major focus of her research is the relationship between science and the state. She has published articles about technological invention, courtier culture, and the patent system in 17th century England, appearing in journals such as Technology and Culture and the British Journal for the History of Science. Her first book, The Transit of Venus Enterprise in Victorian Britain, examines state-funded astronomical research. She is currently developing two new projects. One project examines the Maharajah of Travancore’s physical observatory in 19th century Trivandrum. Another project is titled “Archiving the Globe: Science, Empire and the Admiralty in the Nineteenth Century”.

Mira Seo
Associate Professor of Humanities (Literature)
Swarthmore College and University of Oxford, BA; Princeton University, PhD
Email: mira.seo@yale-nus.edu.sg

Professor Seo specializes in Roman poetry of the imperial period, with particular interests in Roman literary characterization and discourses of self-construction in ancient philosophy and oratory, the rhetoric of money in Roman poetry, neo-Latin poetry in 16th century Spain, and classical reception in popular culture. Her monograph, Exemplary Traits: Reading Characterization in Roman Poetry is forthcoming. Included among Professor Seo’s teaching are Great Books, a fundamentals course on the Greek literary tradition for the Honors College; Epic and the Mafia, on the classical epic tradition and Mafia film; Rome and the Contemporary Imagination; and a graduate seminar on Money and Literature from Ancient Rome to Modernity.

Nicholas Silins
Associate Professor of Humanities (Philosophy)
Princeton University, BA; Oxford University, BPhil, DPhil

Professor Silins’ research is in epistemology and the philosophy of mind, with a focus on understanding perception and how we learn from perception, using input from psychology. His papers have been published in journals such as Mind, Philosophical Studies, and Philosophical Perspectives. Professor Silins’ courses have included Introduction to Philosophy, Introduction to Epistemology, Testimony and Disagreement, Introduction to Philosophy of Mind, Self-Knowledge, and Philosophy of Perception.

Rebecca J Tannenbaum
Senior Lecturer in Humanities
Wesleyan University, BA; Yale University, PhD

Dr Tannenbaum specializes in the study of colonial America, the history of women and gender in the United States, and the history of American medicine. Her first book, The Healer’s Calling: Women and Medicine in Early New England, was published in 2002. She is currently working on two projects: a textbook commissioned by ABC/Clio to be titled Health and Wellness in Colonial America, and a more scholarly work on the roles of women and medical professionals in creating modern motherhood. She has published articles in The New England Quarterly, The Journal of the History of Medicine and Life Sciences, and multiple edited anthologies.

Maria Taroutina
Assistant Professor of Humanities
Yale University, BA, MA, MPhil, PhD

As a scholar of the 19th and 20th centuries, Dr Taroutina has focused her research primarily on the architecture, painting, and sculpture of imperial Russia with the aim of tracing its historical contribution to international Modernism. Dr Taroutina is a contributing author to Evgeny Steiners’s Orientalism/Occidentalism: The Languages of Culture vs. the Languages of Description and to Cathleen Chaffee’s Eye on a Century: Modern and Contemporary Art from the Collection of Charles B Benenson. She is currently working on a co-edited volume of essays on the subject of Byzantine Revivalism in European art and architecture in the Modern Age, which will assemble a number of interdisciplinary views on this topic based on the papers presented at the Byzantium/Modernism Conference that took place at Yale in April 2012.

Matthew D Walker
Assistant Professor of Humanities
Amherst College, BA; Yale University, PhD
Email: matthew.walker@yale-nus.edu.sg

Dr Walker specializes in ancient Greek philosophy and ethical theory, especially Aristotle and virtue ethics. He is currently at work on a book examining Aristotle’s views on happiness against the background of Aristotle’s natural philosophy. He is also at work on papers concerning the nature and value of the philosophical life in Aristotle, Plato, the Stoics, and Hume; early Confucian accounts of human flourishing; and ancient Greek conceptions of love and friendship. He has published articles in such journals as Ancient Philosophy, Apeiron, Rhizas, and the Journal of Moral Philosophy. His reviews have appeared in the Journal of the History of Philosophy and Dao. Dr Walker recently taught the history of ancient Greek philosophy (including courses on Socrates and Plato) and a more philosophical course on Aristotle on happiness, ethical theory, and the history of ethics (both Western and ancient Chinese).
Consulting Yale Faculty

Our students will have access to Yale faculty members who will visit Singapore. In addition to teaching courses and giving guest lectures, Consulting Yale Faculty members will also be involved in the further development of the Yale-NUS Curriculum.

Dirk Bergemann

Douglas and Marion Campbell Professor of Economics, Yale University

J.W. Goethe University, Vordiplom, University of Pennsylvania, PhD

Professor Bergemann specializes in industrial organization and game theory applied to strategy, auctions, and market design. His research ranges from learning and information acquisition in markets to dynamic contracts. He teaches Intermediate Microeconomics and Game Theory at Yale.

Marvin Chun

Professor of Psychology, Yale University

John B. Madden Master of Berkeley College, Brown University, BA; Massachusetts Institute of Technology, Harvard University, PhD

Professor Chun’s lab uses brain imaging to understand the neural networks underlying visual behavior. His long-term goal is to predict and improve performance in tasks involving memory, attention, conscious perception, or decision-making. At Yale-NUS, Professor Chun chairs the Yale Faculty Advisory Committee. At Yale, he teaches Introduction to Psychology, for which he received the William DeVane Award for Teaching and Scholarship and the Lex Hixon Prize for Teaching Excellence.

Stephen Darwall

Andrew Dworkin Orrick Professor of Philosophy, Yale University

Yale University, BA; University of Pittsburgh, PhD

Professor Darwall specializes in metaethics and normative ethics, as well as morality and the law. His books include Impartial Reason, The British Moralists and the Internal ‘Ought’, Philosophical Ethics, and Welfare and Rational Carr. His most recent book is The Second-Person Standpoint: Morality, Respect, and Accountability. He teaches Introduction to Ethics and Moral Obligation at Yale.

Deborah Davis

Professor of Sociology, Yale University

Wellesley College, BA; Harvard University, MA; Boston University, PhD

Professor Davis’ primary interests are historical and comparative sociology, inequality and stratification, contemporary Chinese society, and methods of fieldwork. She runs a summer fieldwork seminar where Yale students work collaboratively with students from Hong Kong and China, investigating such topics as transformations of childhood consumption, changing concepts of privacy and property rights, and interaction of household and village level resources for predicting school attendance in rural Yunnan. Her most recent book is Creating Wealth and Poverty in China. She teaches courses at Yale on Civic Life in Modern China and Wealth & Poverty in Modern China.

Julie Dorsey

Professor of Computer Science, Yale University

Cornell University, BA, MA

Professor Dorsey has studied a wide range of problems in computer graphics, including sketch-based interfaces for early conceptual design, acceleration methods for real-time rendering, and the creation of detailed photorealistic renderings. She is known for her research in modeling the appearance of materials. Her current research interests include photorealistic image synthesis, material and texture models, illustration techniques, and interactive visualization of complex scenes, with an application to urban environments. At Yale, Professor Dorsey teaches Digital Photorealism and Computer Graphics.

Bryan Garsten

Professor of Political Science, Acting Chair (Humanities Program), Yale University

Harvard University, PhD

Professor Garsten has written about the history of political thought and contemporary political theory, with a special interest in the themes of persuasion and rhetoric, political representation and judgment, and religion. At Yale-NUS, Professor Garsten chairs the Curriculum Committee. He recently served as Director of Undergraduate Studies for Yale’s major in Ethics, Politics, and Economics, and the Director of Graduate Studies for the Department of Political Science. His popular courses at Yale include Ancient/Modern Political Philosophy and Aristotle’s Political Thought.

Jo Handelsman

Howard Hughes Medical Institute Professor, Frederick political life Professor in the Department of Molecular, Cellular and Developmental Biology, Yale University

University of Wisconsin-Madison, PhD

Professor Handelsman’s research focuses on genetic and functional diversity of microorganisms in soil and insect gut communities. She is a pioneer of functional metagenomics, an approach to accessing genetic potential of unculturable bacteria in environmental samples for discovery of novel antibiotics and microbial products. Professor Handelsman received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from President Obama. At Yale, Professor Handelsman teaches the popular course Genes and Environment.

Naomi Lamoreaux

Professor of Economics and History, Yale University

SUNY-Binghamton, BA, John Hopkins University, MA

Professor Lamoreaux’s current research interests include patenting, the market for technology in the late 19th and 20th century US, business organizational forms, and contractual freedom in Europe and the US in the 19th and 20th centuries, corporate governance, and the public/private distinction in US history. Her courses taught at Yale include Property Rights in US History and American Economic History.

Tina Lu

Professor, Director of Undergraduate Studies (East Asian Languages and Literature), Yale University

Hammond Hall, AR, PhD

Professor Lu has taught at Yale-PKU, Yale’s joint undergraduate program at Beijing University. Her research and teaching focus on the literature of the late Imperial period, from around 1520 to around 1700. Professor Lu has received grants and fellowships from the ACLS, the National Humanities Center, and the Mellon Foundation. She is at work on two projects: a book on how late imperial people conceived of objects, and a collaborative enterprise on the late Ming painter and writer, Xu Wei. At Yale, she teaches Romance in Chinese Literature and The Story of the Stone.

Robert Nelson

Robert Lehman Professor of History of Art, Yale University

Yale University, BA, New York University, MA, PhD

Professor Nelson studies and teaches medieval art, mainly in the Eastern Mediterranean, and the history and methods of art history. His current projects involve the history of the Greek lexicography, the reuse of Byzantine art in Venice, the social lives of illuminated Greek manuscripts in Byzantium and their reception in Renaissance Italy, and the collecting of Byzantine art in 20th century Europe and America. At Yale, he teaches the popular Art of Byzantium and Byzantine, Constantinople, Istanbul.

David Skelly

Professor of Ecology, Yale University

Middlebury College, BA, University of Michigan, PhD

Professor Skelly is interested in understanding the ecological mechanisms of animal distributions and in developing the means to apply that understanding to conservation and management. His studies of amphibians have been directed at determining the causes of patterns such as the extinction and establishment of populations. At Yale, he teaches Landscape Ecology.

John Wargo

Tiered-Oehley Professor of Environmental Health, and Politics, Yale University, Chair of the Yale College Environmental Studies Major and Program, Fellow of Branford College, Yale University

University of Pennsylvania, BA; University of Massachusetts, MLA, Yale University, MPH, PhD

Professor Wargo serves as an advisor to the US Centers for Disease Control and Prevention, and has participated in the design of federal and state laws and regulations intended to reduce human exposures to air pollution, pesticides, plastics, mercury, and endocrine-disrupting chemicals. He teaches the popular Environmental Politics and Law at Yale.
Visiting Yale Faculty
Our students will be able to interact with Visiting Yale Faculty members, who will be teaching courses and giving guest lectures in Singapore.

Stephen Anderson
Dorothy R. Diebold Professor of Linguistics, Professor of Psychology and Cognitive Science, Yale University, Massachusetts Institute of Technology, PhD

Professor Anderson’s interests include nearly a dozen languages, general linguistic theory, the biological bases of human language, relations between the communicative abilities of non-human animals and human language, and the evolutionary biology of the human language faculty. Professor Anderson teaches Animal Communication and Human Language and Evolution of Language at Yale.

Carol Bascom-Slack
Molecular Cellular and Developmental Biology Lecturer, Yale University

Dr Bascom-Slack’s research expertise is in microbiology, especially endophytes (symbionts that inhabit healthy plant tissue). Her additional work involves investigating the changing status quo as more women fill the ranks of academia and male professors share childcare and household duties with spouses who hold professional positions. Dr Bascom-Slack recently won Science’s Prize for Inquiry-Based Education for co-developing an undergraduate research course, Endophyte Discovery. She teaches Microbes to 16th graders, the highly rated Rainforest Expedition & Lab, and Microbiology at Yale.

Howard Bloch
Sterling Professor of French, Chair of the Humanities Program, Yale University, Amherst College, BA; Stanford University, PhD

Professor Bloch’s teaching and research have covered topics including a study of epic and romance forms of the 12th and 13th centuries; an examination of the relationship of literature, money and family structure; humor and the fabliaux; legal, economic, familial, and political institutions; gender and the rise of Western romantic love; and an exploration of the history of printing in the 15th century. At Yale, he teaches Directed Studies, and courses on medieval and modern French literature and culture.

George Chauncey
Samuel Knight Professor of History, Yale University, Yale University, PhD

Professor Chauncey is the co-director of the Yale Research Initiative on the History of Sexualities, and has served as the chair of LGBT Studies at Yale. In 2012, he was awarded Yale’s humanities teaching prize, primarily for his popular lecture course on US Lesbian and Gay History, and he also teaches seminars on the global history of gay and antigay politics and on cinema and history. The author of Gay New York, 1890–1940, and Why Marriage? The History Shaping the Debate over Gay Equality, Chauncey has served as an expert witness on the history of antigeny discrimination in more than 20 gay rights court cases, including four that reached the Supreme Court. He received his doctorate in history from Yale, and then taught 15 years at the University of Chicago before returning to Yale.

Alessandro Gomez
Professor of Mechanical Engineering and Materials Science, Yale University, University of Naples, Laurea, Princeton University, PhD, M.A.

Professor Gomez’s research focuses primarily on combustion fundamentals, and applications of the electrospray to drug delivery and renewable energy. His teaching covers thermodynamics, fluid mechanics, aerodynamics, propulsion, and combustion. He has been involved in the development of an introductory course covering thermodynamics, global warming, fossil fuels and renewable energy, entitled Energy, Engines, and the Environment.

Ron Gregg
Senior Lecturer in Film Studies, American Studies and LGBT Studies, Yale University, University of Oregon, PhD

Dr. Gregg teaches courses on film aesthetics, classical and contemporary Hollywood, global blockbuster cinema, and gay and lesbian experimental and mainstream cinema. He recently organized the Yale symposium on Secrets of the Orient: Costume, Movement, and Duration in the Cinematic Experience of the East. His most recent writings include “Fashion, Thrift Stores, and the Space of Pleasure in 1960s Queer Underground Film” and Faasbinder’s Fox and His Friends/Fausbichter der Freiheit and Gay Politics in the 1970s.

Valerie Hansen
Professor of History, Yale University, University of Bordeaux, PhD

Professor Hansen's main research goal is to draw on non-traditional sources to capture the experience of ordinary people. She is particularly interested in how sources buried in the ground, whether intentionally or unintentionally, supplement the detailed official record of China's past. She has been fortunate to spend three of the last nine years in China: 2009 to 2010 in Shanghai on a Fulbright grant to do research, and 2008 to 2009, and 2011 to 2012 teaching at Yale’s joint undergraduate program with Peking University. At Yale, she teaches History of Traditional China, The First World Historians, and seminars on Silk Road history.

Amy Hungerford
Professor of English and American Studies, Master of Modern Culture, Yale University, Johns Hopkins University, MA, PhD

Professor Hungerford’s research and teaching focuses on American literature from 1945. She studies how literature helps form the cultural imagination around subjects such as madness, religion, social networking, and the status of the book in the internet age. She has reached out beyond the academy with segments for public radio, a free online course, The American Novel Since 1945, and book reviewing for The Yale Review and DoubleX.com. Courses taught at Yale include Holocaust and Literature, 1930 to the Present and What Haunts America?

Kenneth David Jackson
Associate Professor of Molecular Biophysics and Biochemistry, Yale University, Stanford University, PhD

Dr. Jackson’s primary interests include Portuguese and Brazilian literatures; Camões, Machado de Assis, Fernando Pessoa; modernist, vanguardist, and inter-arts literature; Portuguese culture in Asia; and ethnomusicology. He was named to the International Advisory Board of the Centro Internacional de Estudos Camonianos at the Universidade de Coimbra, and is an associate member of the Academia da Marinha and Academia Portuguesa de História (Portugal). Professor Jackson’s courses at Yale include Modern Brazilian Literature, World Cities and Narratives, Brazil’s Modern Art Movement and Cultural Contacts in the Portuguese World. His latest book is Adverse Genres in Fernando Pessoa.

Michael Koelle
Professor, Associate of Molecular and Biophysics and Biochemistry, Yale University, Stanford University, PhD

Professor Koelle’s research interests include neurobiology, neurotransmission and reception, G and RGS proteins, serotonin, molecular genetics, and proteins and macromolecules. He currently studies the mechanism of signaling by neurotransmitters, using behavioral mutants of the nematode C. elegans in which neurotransmitter signaling is defective. This research has the potential to impact control of seizures and depression in humans. At Yale, he teaches Biochemistry and Biophysics.

Jeffrey Park
Professor of Geology and Geophysics, Yale University, Princeton University, BS; University of California, San Diego, PhD

Professor Park’s current research includes mapping mantle flow associated with plate tectonics, using seismic anisotropy, as well as using scattered seismic waves and seismic anisotropy to infer aligned cracks and rock fabrics in the crust. His interest in earth sciences began after the 1971 earthquake in Sylmar, California tossed him from his bed. Professor Park teaches Earth System Science and Introduction to Seismology at Yale.

Visiting Yale Faculty
Caryl Phillips
Professor of English, Yale University
Oxford University, BA

Professor Phillips is the author of over a dozen novels and non-fiction works, and has also written for theater, cinema, television, and radio. His teaching principally centers on contemporary literature in English from around the globe, with particular attention paid to the narratives of the displaced and unsettled. He is also interested in the literature of Britain, the Caribbean, Africa, and Southeast Asia. As a teacher of Creative Writing, he is committed to ensuring that undergraduates have every opportunity to develop their fiction in a disciplined manner. Courses taught at Yale include Contemporary British Fiction and Advanced Fiction Writing.

Eric Sargis
Professor of Anthropology, Yale University
City University of New York, PhD

Besides secondary appointments in the Department of Ecology and Evolutionary Biology, as well as the School of Forestry and Environmental Studies, Professor Sargis is also Curator of Mammalogy and Vertebrate Paleontology at the Peabody Museum of Natural History at Yale. His interests include the origin and early evolution of primates, and the functional morphology and systematics of treeswrens, plesiadapiforms (Primates), and Old World monkeys. At Yale, Professor Sargis teaches Primate Diversity and Evolution and Mammalogy.

Stuart Semmel
Senior Lecturer in History, Yale University
Harvard University, AB, PhD

Dr. Semmel teaches British history since the 18th century, giving particular attention to political, cultural, and intellectual history. His book Napoleon and the British considers how Napoleon Bonaparte was used in British political argument and political culture. He has published articles on subjects including tourism and radical politics. His current book project examines an early 19th century British woman’s career as a freelance propagandist. At Yale, Dr. Semmel teaches Britain’s Empire and Nineteenth-Century Britain.

Frank Slack
Professor of Molecular, Cellular, and Developmental Biology, Yale University
University of Cape Town, BS; Yale University School of Medicine, PhD

Professor Slack is a Professor of Molecular, Cellular, and Developmental Biology at Yale. His research focuses on using the advantages of C. elegans to find important genes and molecules that control aging and development of a stem cell pathway, and testing to see if these genes are involved in aging, development and cancer in more complex organisms. He teaches Genes and Development at Yale.

Steven Smith
Alfred Cowles Professor of Political Science, Yale University
University of Chicago, PhD

Professor Smith has served as Director of Graduate Studies in Political Science, Director of the Special Program in the Humanities, and Acting Chair of Judaic Studies. From 1996 to 2011, he served as the Master of Branford College at Yale. His research has focused on the history of political philosophy, with special attention to the problem of the ancients and moderns, the relation of religion and politics, and theories of representative government. At Yale, Professor Smith teaches Introduction to Political Philosophy.

Jing Tsu
Professor of Modern Chinese Literature and Culture, Yale University
University of California, Berkeley, BA, MA; Harvard University, PhD

Professor Tsu specializes in modern Chinese literature and culture from the 19th century to the present. Her research areas include nationalism, race, diaspora, Sinophone literature, and transnational labor. She is currently working on a book that proposes and develops the conceptual framework of New Area Studies in response to the growing scope of modern Chinese literature, diaspora, and transnational Sinophone studies. At Yale, Professor Tsu teaches China in the World.

Sarah Weiss
Associate Professor of Music, Yale University
University of Rochester, Eastman School of Music, BA; New York University, MA, PhD

Professor Weiss is an Associate Professor of Music at Yale. Working primarily in Asian performing arts, Professor Weiss has addressed issues of gender, aesthetics, ritual, postcoloniality, and hybridity in both her writing and teaching. She is the author of Listening to an Earlier Java: Aesthetics, Gender and the Music of Wayang in Central Java (2006) and Ritual Soundings: Women Performers and World Religions (forthcoming). Her ongoing research includes theorizing the postcolonial in music; a project with her graduate students on choral communities in the Yale, a cappella world; and a new project on music and sustainability. She is Director of the Yale Javanese ensemble, Gamelan Suprabanggo.

Steven Wilkinson
Nilekani Professor of India and South Asian Studies, Professor of Political Science and International Affairs, Yale University
University of Edinburgh, BA; Duke University, AM; Massachusetts Institute of Technology, PhD

Professor Wilkinson’s research interests include how states manage the ethnically imbalanced armies they often inherit in transitions from authoritarian or colonial rule; war and political change, especially the role of veterans in ethnic cleansing in the partition of India; and colonial legacies for democracy and conflict. At Yale, Professor Wilkinson teaches Ethnic Conflict and Legacies of Empire.

Christopher Wood
Professor of History of Art, Yale University
Harvard University, AB, PhD

Professor Wood’s research interests include the temporalities of art (e.g., anachronism, archaism, typology) as well as folk art and popular culture. He also focuses on iconoclasm, votive objects and images, pilgrimages, and relics. Major fields and periods include the Renaissance, European art and the New World, primitivism andrevivals, the Early Christian revival c. 1600, the Protestant Reformation, and German and English Romanticism. Professor Wood teaches 17th Century Pictorial Worlds at Yale.
College Leadership

Pericles Lewis
President
McGill University, BA
Stanford University, AM, PhD

Lai Choy Heng
Executive Vice-President
(Academic Affairs)
University of Chicago, BA, PhD

Doris Sohmen-Pao
Executive Vice-President
(Administration)
Princeton University, BA
Harvard Business School, MBA

Charles Bailyn
Dean of Faculty
Yale University, BS
Harvard University, PhD

Kyle Farley
Dean of Students
Calvin College, BA
University of Pennsylvania, PhD

Jeremiah Quinlan
Dean of Admissions & Financial Aid
Yale University, BA
Kellogg School of Management, MBA

Anastasia T Vrachnos
Dean of International and Professional Experience
Princeton University, BA
Mercy College, MS