When I became director of the Human Biology Program in 1996, I didn't really anticipate what the job entailed. I knew that the Program was launched at a time of political unrest, when students and faculty nationwide focused on urgent social problems, including the Vietnam War, global population growth, the threat of nuclear war, inequities in our society, and massive disruption of the environment. And, having taught in the core, I knew how it integrated human evolution and biology with the study of human behavior, as individuals and in society. At the renewal of the program by the University Senate in 1998, the chairman said about Human Biology: “Its interdisciplinary approach to the biological and social aspects of humanity’s origin, development, and prospects is certainly at least as relevant today as it was at the time of the program’s inception.” But in such a large major, it was difficult to take the pulse of the students, much less the alumni. So, as I leave the directorship to return to teaching and research, I would like to reflect on what I learned.

First and foremost, I discovered just how inventive

continues next page

From Russ Fernald as he leaves Directorship

From the New Hum Bio Director, Jeffrey Wine

Last fall Russ Fernald stepped down as Director after an unprecedented term of eight exceptionally productive years, leaving a Program that has been built into a cornucopia of opportunities for our brilliant and activist students. Pick your measure: be it number of students, excellence in teaching or achievements of its graduates, the Program in Human Biology has been a continuous success since its earliest inception, graduating 150-200 students each year for three decades. Today, you and your fellow alumni are dispersed across the world in diverse professions, and the aggregate good works you have accomplished is Human Biology’s proudest heritage.

When I arrived at Stanford more than thirty years ago, the Program in Human Biology was just two years old. I was then a Postdoctoral Researcher with Donald Kennedy, who went on to became the Director of Human Biology while I joined the Department of Psychology as an Assistant Professor. I was then studying how single nerve cells are organized into the neural circuits that produce behavior, a task that occupied me for the next 15 years. I taught courses on brain and behavior in Psychology and for a time lectured in the Human Biology Core. For the last 20 years I have been devoted to research of quite a different kind: my laboratory seeks

continues next page
and interesting you, our alumni, are. I have been delighted to encounter you in person at Stanford events; traveling, when I have had the pleasure of meeting many of you; and electronically, as you have introduced yourselves and helped us get to know you. Many alumni have helped the program by coming to the “Beyond Human Biology” event, at which recent alumni talk with students about what life might be like for a Hum Bio graduate. These presentations are always eye-opening for undergraduates, who have only limited belief that life exists outside these sandstone walls. We had a chance to catch up at Human Biology’s 30th birthday party as well.

Many of you have given donations for which we are extremely grateful. I would like especially to thank Catherine R. Kennedy and Daniel L. Grossman, her husband, who provided endowment funds for fellowships to draw regular Stanford faculty into the program. The first of these recipients is Prof. Larry Goulder, who is co-coordinating the winter quarter of the core this year. Such generosity ensures that more generations of Stanford students can have the Human Biology experience.

Second, I have come to appreciate the intelligence and energy of our majors. My time spent with students is always uplifting as they describe new ways they are reaching out to the world while staying connected with their academic programs. One of our recent graduates, Tess Bridgeman, has been awarded a Rhodes scholarship, which is a wonderful honor. But I remember meeting her as she took the core course as a sophomore, when she made several suggestions about how we could improve it! We followed most of her ideas and were the better for it. Then she spearheaded a move to get a Human Biology theme house on campus, something that has given our students a new sense of community. And, as if that weren’t enough, Tess gave part of a lecture in the core on her work in Mexico, where she was instrumental in bringing folic acid into the diets of pregnant women to reduce birth defects. There are many Tesses in Human Biology, developing new course ideas, creating a symposium on “Death and Dying” for the community, initiating a group to help local citizens afflicted with debilitating diseases, and on and on. I have been lucky to be able to benefit from this energy. And I look forward to hearing from these students as they become the movers and shakers of the world.

Third, I have found that working with the course assistants in the program has been remarkable, whether it was in the supportive role they played as we developed uses of the web for teaching or simply as they

continues in page 11
Alumni Spotlight:
David Matthes

Hum Bio alum David Matthes now teaches and conducts research as an associate professor at San Jose State University (SJSU). For the past seven years, he has taught genetics, molecular genetics, a molecular biology laboratory course, and a graduate seminar in genetics to a diverse group of students.

Dr. Matthes studied axon pathfinding in his doctoral work at UC Berkeley and discovered “semaphorins”: a family of genes that encode repellent axon guidance molecules. At SJSU, he continues his research on semaphorins and their significance to the immune system. Matthes plans to develop a bioinformatics program at SJSU and toward that goal has begun developing and teaching courses on bioinformatics.

David Matthes feels he owes a great deal to the Program in Human Biology and specifically to Professor Bill Durham, for his thinking on ecological anthropology. Matthes says Durham “stimulated my thinking about pretty much everything from an evolutionary perspective and helped me see just how much of what seems irrational in our own culture can be illuminated—if not explained—by a coevolutionary analysis.”

Harvard Studies Human Biology Program

A Harvard research project on interdisciplinary education chose the Human Biology Program as an exemplar of how to create a teaching and learning environment within a research university. Howard Gardner, known for his work on multiple kinds of intelligence, heads the project, the Interdisciplinary Studies Project of Project Zero, which is based at the Harvard School of Education.

Harvard researchers visited the Human Biology Program in November 2002 to collect data. Hum Bio was selected as an innovative interdisciplinary program that could inform other interdisciplinary initiatives on matters of curricular design, organizational structure, and teaching and learning. The researchers interviewed twelve Human Biology faculty, seven students and course associates (CAs), and observed six classrooms.

While the data analysis is still in progress, Veronica Boix-Mansilla, a leader of the Harvard team, notes that it is apparent that the secret of the Human Biology Program’s endurance and success is the combined talents of faculty such as Bill Durham, Russ Fernald, Donald Kennedy, and Herant Katchadourian; the faculty’s commitment to the teaching of undergraduates; a culture of intellectual enthusiasm for tackling biological questions in their broader cultural and social senses; and the program’s unique curriculum design (A-side and B-side structure, with synthesizing modules along the way). This design ensures that interdisciplinary work in Human Biology proceeds on solid disciplinary foundations rather than cursory presentation of a few facts from each discipline, which is a weakness of many interdisciplinary course offerings.

National Award Recipients

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<tr>
<th>Year</th>
<th>Award Type</th>
<th>Recipients</th>
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<tbody>
<tr>
<td>2001/2002</td>
<td>Fulbright Scholarship</td>
<td>Katrina Abuabara, Sophia Liu, Rohan Radhakrishna, Katie Bryan-Jones</td>
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<td></td>
<td>Harry S. Truman Scholarship</td>
<td>Tess Bridgeman, Donald Matsuda</td>
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<td>USA Today All-USA College</td>
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<td></td>
<td>Academic Team</td>
<td>First Team: Donald Matsuda, Honorable Mention: Cindy Lin</td>
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<td>2002/2003</td>
<td>Fulbright Scholarship</td>
<td>Filamer Kabigting, Felicia Frizzell</td>
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<td>Morris K. Udall Award</td>
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<td>American Water Polo Coaches</td>
<td>Division 1 Player of the Year, Jackie Frank</td>
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<td></td>
<td>Academic All-American</td>
<td>Christina Williams (Field Hockey), Adam Tenforde (Track and Field)</td>
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Campus celebrates two Rhodes, five Marshall winners

Better outreach leads to the biggest total of Stanford students, recent graduates selected in one year

By Lisa Trei

Recent Stanford graduate Tess Bridgeman and senior Jared Cohen are among the 32 Americans who will enter Oxford University next October as Rhodes scholars.

Bridgeman and Cohen were selected from a pool of 963 applicants for the prestigious scholarships, which cover all university fees and provide a stipend for living expenses and travel. They are worth about $30,000 annually for up to three years of study. Bridgeman also won a Marshall scholarship, but declined it to accept the Rhodes.

“This is very good news,” said John Pearson, director of the Bechtel International Center, the office that coordinates student applications for several national scholarships, including the Rhodes, Marshalls and Fulbrights. This year, the Rhodes selection committee invited 19 Stanford students to compete at the state level of the competition—the highest figure ever, he said. From there, successful candidates moved to the district level, where four finalists—including Bridgeman and Cohen—were named Rhodes scholars.

According to Pearson, 48 Stanford students applied for Rhodes and Marshalls this year—6 more than last year. He attributed the higher number of applicants to increased outreach by the university: The Vice Provost for Student Affairs began funding applicant outreach last year, and this year the effort got a financial boost from the Vice Provost for Undergraduate Education, as well.

Expanded outreach translated into early winter quarter information sessions about scholarship opportunities; the matching of applicants with former Rhodes and Marshall scholars who are university alumni; and more workshops on application preparation and interview practice. “They really are remarkable students, but it does take this ability to do interviews,” Pearson explained.

Rhodes Scholars are chosen on the basis of the criteria set down in the will of Cecil Rhodes, founder of the state of Rhodesia, now Zimbabwe. These criteria include high academic achievement, integrity of character, a spirit of unselfishness, respect for others, potential for leadership and physical vigor.

Bridgeman, 22, earned a bachelor’s degree in human biology, with a concentration in international health and development, in June. At Oxford, she plans to pursue a master’s of philosophy in development studies. Bridgeman said she also wants to earn a law degree in public interest and international human rights law in preparation for a career focusing on improving the development strategies of governments and international institutions. “I want to make the development process more sustainable, more just and more accountable to the people who are supposed to benefit from it,” she said.

Bridgeman currently is working at the World Bank in Washington, D.C., as a John Gardner Public Service Fellow, a one-year scholarship sponsored by the Haas Center for Public Service. At Stanford, Bridgeman won many departmental, university and national awards, including the Kirsten Frohnmayer Prize, the Dean’s Award for Academic Accomplishment, the James W. Lyons Award for Outstanding Public Service, the Donald A. Strauss Scholarship and the Harry S. Truman Scholarship.

Also while at Stanford, Bridgeman co-founded Puente a la Salud Comunitaria, or Bridge to Community Health, a nongovernmental organization in Mexico that helped reduce birth defects in babies by adding folic acid to the diets of women. “This young woman is already responsible for enabling the birth of innumerable healthy babies in the state of Oaxaca,” consulting human biology Professor Armin Rosencranz wrote in a recommendation letter. “Her efforts are a testimony to how one energetic, purposive and fully focused person can make an enormous difference in the world.”

A longtime volunteer at Planned Parenthood, Bridgeman also is a founding member of Stanford Students for Choice, and was active in community-service activities on campus. Bridgeman, who grew up in Santa Cruz, said she was raised in a family that supported public service.

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“My parents have always encouraged me to give back to the community,” she said. “They always encouraged me to stand in other people’s shoes and understand the complex factors that create injustice.”

At last summer’s graduation ceremony for the Program in Human Biology, Bridgeman was asked to speak. She urged her classmates to use their privilege and connections to create change. “Tess has a wisdom beyond her years,” said Russell Fernald, the Benjamin Scott Crocker Professor of Human Biology and the program’s former director. “She brings a powerful intellect to complex social issues. And she is a wonderful person.”

Cohen, 22, grew up in Weston, Conn., in a family that also encouraged him to experience life outside his sheltered community. Family vacations were spent in places such as Morocco and Egypt, and those early trips turned into an abiding interest in Africa. Cohen has worked and traveled in many African countries, speaks Swahili, is conversant in several other regional languages and is learning Arabic, Persian and Korean.

“He is effectively besotted with Africa and has put himself in a position to do some good for that troubled continent,” said history Professor David Kennedy, one of Cohen’s teachers.

Cohen will graduate next summer with bachelor’s degrees in history and political science with a minor in African studies. Last June, he received the Hines Prize for the best senior honors thesis, which he wrote as a junior. The Absence of Decision-Making: U.S. Policy Towards Rwanda from the Arusha Process Through the Genocide contains original scholarship focusing on why the United States and the international community did nothing to intervene in the 1994 Rwandan genocide until 800,000 people were slaughtered. Hoover Senior Fellow Larry Diamond, Cohen’s mentor, said the thesis will be turned into a book. “Jared has an intense curiosity and a very profound moral sense,” he said. “He was so morally appalled (by the genocide), he was compelled to understand it to try to prevent it from happening again.”

Cohen also has interned in the State Department, is a consultant on a PBS documentary on the 10-year anniversary of the genocide, has received several fellowships and grants to do research in Africa, and founded the on-campus publication Six Degrees: A Journal of Human Rights.

Stephen Stedman, a senior fellow at the Stanford Institute for International Studies, described Cohen as a doer and a capable leader. “He is the kind of individual to seize opportunities and wring substance and meaning from them,” he said.

Cohen said he wants to become U.S. national security adviser. By pursuing a doctorate in philosophy at Oxford, he wants to focus on why more terrorists are seeking safe havens in Africa. He is also interested in investigating how the nuclear crises in North Korea and Iran are connected to human rights.

Armin Rosencranz honored with Phi Beta Kappa Teaching Prize

Armin Rosencranz, consulting professor in the Program in Human Biology, received the Phi Beta Kappa Teaching Prize on June 13, 2003, at the Stanford chapter’s initiation ceremony. Each year student members of Phi Beta Kappa develop the nominating criteria and select the winner from among nominations offered by members of the entire senior class. In addition to excellence in teaching, this year’s prize recognized the ability to inspire personal and intellectual development beyond the classroom.

“Armin has inspired numerous students to further explore their love of environmental policy and science. He has given these students the courage to devote their lives to the worthwhile cause of environmental conservation in a time when most students feel driven to be programmers or consultants,” wrote one student nominator. Another wrote: “Armin has helped to show me what some of the world’s worst problems are. ... [He] has been instrumental in showing me where I come in, where I can make a difference, where I can make a change.”

Armin Rosencranz honored with Phi Beta Kappa Teaching Prize
Human Biology student launches magazine

Journal Examines Social Implications of Scientific Advances

Jonathan Olsen, a Human Biology senior, was awarded Bingham Foundation funds this year to prepare and publish 2,000 copies of a student magazine he initiated, the Stanford Scientific Review. The focus of the magazine is ethics and policy issues associated with scientific research being conducted at Stanford and elsewhere. Articles about this research and its social implications are written by undergraduate students with an attempt to avoid scientific jargon. Olsen says that it was the interdisciplinary aspect of Human Biology that introduced him to the far-reaching impact of scientific research and inspired the magazine.

Olsen initiated the process as a sophomore in the spring of 2002. He decided to launch the magazine after participating in Human Biology courses that relate ethics and policy to scientific advances. Some courses that particularly inspired Olsen include The Human Genome, taught by Renu Heller and Jochen Kumm, Health Policy, taught by Phillip Lee and Donald Barr, and Bioethics, taught by William Hurlbut.

After a year of collaboration with writers and Human Biology faculty, the first issue of the Stanford Scientific Review was published and distributed in the spring of 2003.

Each article in the magazine results from student research on a topic of personal interest, interviews with faculty researchers, and dialogue between writer and editor. Olsen says that the student writers and editors “gained the important skill of approaching faculty and learning about their high-powered research,” while exploring scientific findings outside of the classroom and considering their implications.

Research and writing for the second edition of the Stanford Scientific Review is under way; publication is expected in 2004. An online version of the magazine can be accessed at http://stanfordscientific.org.

The legacy of Mert Bernfield

Educator, leading cell biologist, clinician, and leader

The Program in Human Biology and the Stanford and Harvard communities recently lost an enormously distinguished and beloved faculty member. On March 25, 2002, Dr. Mert Bernfield died in Boston at age 63 from pneumonia following a more than five-year battle with Parkinson’s disease.

During his 22 years at Stanford, Dr. Bernfield contributed extensively to the Department of Pediatrics as a researcher and clinician and as director of both the Medical Scientist Training Program and the Program in Human Biology.

Dr. Bernfield began teaching the introductory Human Biology core course with Colin Pittendrigh in the early 1970s. A highly effective educator, he was soon the most prominent representative from the medical school on the Human Biology faculty. In 1977, when Human Biology’s then director, Donald Kennedy, was appointed Commissioner of the Food and Drug Administration, Dr. Bernfield assumed the directorship of Human Biology and led the program with great success for three years.

As director of Human Biology, Dr. Bernfield diversified and expanded the upper-division course offerings and even included a course that highlighted his own interest—how society should deal with recombinant DNA technology. He also established Human Biology headquarters on Stanford’s Inner Quadrangle—a social, intellectual, and cultural center for students, faculty, and lecturers affiliated with the Program.

The effort to improve Human Biology was a family affair: Audrey Bernfield established a reputation as Human Biology academic advisor, career...
counselor, and administrator even before her husband became director. And together they developed a solid teaching and advising system that enabled students to contribute to the Program as student advisors and course assistants. Both Mert and Audrey Bernfield developed many meaningful relationships with Stanford undergraduates and made it clear that their primary commitment was to students.

After more than two decades at Stanford, in 1989 Dr. Bernfield left his position as the Josephine Knotts Knowles Professor of Human Biology and joined Harvard Medical School as the Clement Smith Professor of Pediatrics and Cell Biology and director of the Joint Program in Neonatology at Children's Hospital Boston. Dr. Bernfield was known at both Harvard and Stanford for his pioneering contributions to molecular and developmental biology and as an inspiration to young clinicians and undergraduates.

To honor Dr. Bernfield's remarkable contributions to the Program in Human Biology, the Bernfield Award for Exceptional Contributions to the Program in Human Biology was established in 2003. The first recipient of the Bernfield Award was Dr. Armin Rosencranz, recognized for his dedication to Human Biology students. Dr. Rosencranz commented, “I’m honored to receive an award named in Mert Bernfield’s memory. He was an eminent pediatrician who led the program well for three years while continuing his pioneering cell biology research.”

Those interested in contributing to the Bernfield Director’s Award should contact the Stanford University Office of Development at 650-725-4360 or refer to http://givingstanford.stanford.edu/homeB.html.

Spotlight on Human Biology Honors Student: Vinita Kailasanath

Vinita Kailasanath got her start as one of 19 undergraduates who were accepted into the Human Biology Departmental Undergraduate Research College in 2002. The summer research college aims to foster close intellectual and social contact among students and faculty in an interdisciplinary residential community. During the day, students work with faculty advisors and research groups in Stanford’s research facilities campuswide. In the evenings and on weekends, they enjoy opportunities to share in research discussions, dinners with faculty guests, social and cultural activities, and other informal gatherings with fellow researchers.

Kailasanath, a senior Human Biology honors student ’04, is conducting her thesis research in Professor Russ Fernald’s laboratory. She is localizing androgen and estrogen receptors in the brain of Haplochromis burtoni, an African cichlid fish. She explains, “H. burtoni is an interesting species for the study of steroid receptors due to its regulation of the reproductive axis by social interactions among individuals.”

Sex steroid hormones such as testosterone and estrogen are essential for many aspects of reproduction in vertebrates and they act on the brain through specific receptors. Kailasanath is working on cloning two remaining estrogen receptors in H. burtoni. She will then perform in situ hybridization in order to quantitatively measure expression patterns of these receptors in the brain.

Kailasanath first became interested in this research as she learned about the transitions from dominant to non-dominant male forms and vice versa. She was curious about the events leading up to this behavioral and reproductive transition in males, and says, “I thought that learning more about the interaction of steroid hormones and behavior could enhance our knowledge about those events.”

Kailasanath presented her research at the 2002 Stanford Symposium of Undergraduate Research in Progress and will present it at the Society for Integrative and Comparative Biology Conference in January. She also hopes to present it at the West Coast Biological Sciences Undergraduate Research Conference in spring 2004.

After graduation, Kailasanath plans to work for a year or two and then attend law school and eventually practice in intellectual property or patent law.
Paul Fisher returns to Hum Bio to teach Epidemiology and Cancer

Back in the days when avocado-colored carpet and muted gold couches were fixtures of the Hum Bio lobby, Paul Fisher enrolled in Hum Bio classes and became a supercharged B-side CA. This year’s upper-division Human Biology students are in for a treat when Paul (class of 1984) comes back as Dr. Paul Fisher to teach HB 154: Epidemiology and Cancer.

Before returning to Stanford, Fisher completed a residency in neurology and pediatrics and was a faculty member at Johns Hopkins Medical School. He is currently assistant professor of neurology at Stanford University Medical School. Fisher also started the Brain Tumor Project at Lucile Packard Children’s Hospital, which provides education and social services to the families of children with brain tumors.

Fisher looks forward to working with the undergraduates in a classroom setting this year. As an academic advisor, he enjoyed working with undergraduates and received the Outstanding Faculty Advisor Award from the Undergraduate Advising Center in May 2002. He says of undergraduates, “They are the vitality of the University.”

In his Human Biology course, students will learn some biology and some sociology through method and application. For the final project, the students, working with partners, will produce a grant proposal, which will give them an idea of what is involved in getting a master’s or PhD.

Fisher would also like to get students excited about professions outside of medicine. He notes that students want to become doctors so they can help people, but there are many other great ways to help others and make a difference.

Fisher is currently mentoring several Stanford undergraduates. Sundeep Bhat, a senior Hum Bio major and student advisor, is among them. Bhat has been working with Fisher since his sophomore year and is now preparing an honors thesis which assesses health-related quality of life in children with brain tumors.

“Working with Paul has been an incredible experience because he is a constant source of support, both academically and personally,” Bhat said. “He provides me with guidance and wisdom, but at the same time allows me to have some autonomy and really take on the project as my own. In this way, I have not only learned about the research process from start to finish, but I have lived it as well.”

Fisher extends the same quality care to his patients. Bhat says, “His interaction with the children and their families demonstrates his enthusiasm and love of being a doctor. It’s no wonder why so many patients are so grateful for all that he does.”

A Tribute to Don Bunce, 1972 Human Biology Graduate

The Stanford community recently mourned the loss of Hum Bio graduate and sports star Don Bunce. Bunce suffered a heart attack while on vacation in Santa Cruz in April 2003 and passed away at the age of 54.

A three-sport star at Woodside High School and Rose Bowl MVP in 1972 while at Stanford, Bunce is best remembered by many as the Stanford quarterback who walked onto the field with his team trailing undefeated Michigan 12-10 in the Rose Bowl. The situation looked hopeless for the then Stanford Indians as they started from their own 22-yard line following a Wolverine punt, but Bunce completed nine straight passes, putting the Indians within field-goal range and leading Stanford to its second straight Rose Bowl victory.

After graduation, Bunce gave up a chance to play in the NFL and played instead for the BC Lions for one year—just long enough to earn money to pay for medical school. Bunce left his mark not only in athletics but also in medicine as Dr. Bunce, an orthopedic surgeon with the Palo Alto Medical Foundation.

At the Palo Alto Medical Foundation Dr. Bunce was a cherished mentor who will be greatly missed by residents and fellows. Dr. Amol Saxena of Palo Alto says Dr. Bunce “taught students that it was more important to be a good person to a patient than to be a doctor.” Dr. Bunce resided in Portola Valley with his wife, Jennifer, son Cameron and daughter Mikele.
Rohan Radhakrishna travels to Ecuadorian shamans on Fulbright


Rohan Radhakrishna, Hum Bio graduate and SA from 2002, has been studying the integration of traditional indigenous Andean medicine with modern allopathic medicine to meet community health needs in Ecuador on a Fulbright grant. He spends his days documenting medicinal plant and traditional nutrition knowledge in the high-altitude paramo, interviewing yachacs (shamans) and other traditional healers, and researching at alternative health centers.

In late October 2003 Radhakrishna led a “reality tour” called “Indigenous Medicine and Public Health: Preserving Our Past, Healing Our Future.” This two-week educational tourism trip, sponsored by the social-justice organization Global Exchange, led a team of nurses, doctors, and public-health students through the Ecuadorian Andes and Amazon for a firsthand look at local practices of ethnobotany, indigenous medicine, and public health.

Radhakrishna was also the international affairs coordinator for the 16th International Conference on Traditional, Alternative, and Complementary Medicine, held in Ecuador in October 2003, which was attended by more than 600 people representing 23 countries.

If you’re interested in these topics, check out the following websites or send him an email.

http://globalexchange.org/tours/470.html
http://192.188.53.73/XVI_CIMTAC/
rohan02@stanfordalumni.org
Living Human Biology: Storey House Celebrates Its Second Year

By Laura Fowler, student advisor 2003/2004

A pre-law student, a pre-med student, a pre-environmental policy student, and a pre-healthcare student sit down to dinner. What do all these Stanford students have in common? They were all part of the first ever Human Biology theme house on the Stanford campus.

Storey House, a coveted row residence next to the Braun music building, is now in its second year as the Human Biology theme house. The goal of the theme house, which houses 45 undergraduates, is to facilitate faculty-student and student-student interactions in order to deepen the study of human biology outside the classroom.

Two residents known as academic theme associates are chosen to plan and organize the programming for the year. Meals with faculty members are a regular feature of life at Storey. Not only does the faculty member get to enjoy the great food, but students are able to interact with them on a more informal level and talk about academics, activities, and research. Faculty also periodically give presentations and lead discussions on topics as varied as stem cells, laser eye surgery, and exploring Africa. These presentations attract a lot of student interest and give the students the opportunity to learn more about their professors.

Each resident must also plan and give at least one academic presentation to his or her peers during the year. Last year these presentations ranged from an analysis of Gypsy life in Romania to AIDS/HIV drug cocktails.

One of the goals of the academic theme associates is to promote discussion among the residents. Last winter the Human Biology Program bought a copy of the book *Fast Food Nation* for each student in the house. In the spring quarter, the book’s author, Eric Schlosser, was invited to campus to speak. Over dinner with Schlosser at Storey House, residents had the opportunity to discuss the ideas of the book with him. Dinner was followed by a speech in Kresge which attracted hundreds of students from all around campus, followed by a dessert reception at Storey.

Storey House has been successful in part because of the interdisciplinary nature of the Program in Human Biology. Students living in the house have many different areas of interest and study. Through informal interactions such as shared meals and more formal ones such as the student presentations, students are able to get to know each other on both an academic and personal level.

As a student who lived in Storey 2002–03 I can say with enthusiasm and conviction that Storey House is a great asset to both the Human Biology Program and to Human Biology students at Stanford. While living in the house I felt surrounded by a ready-made support group. From studying biochemistry together to ski trips I had the opportunity to get to know each of my fellow Storey residents better than if I had not shared this intellectual community. This innovative and unique approach to residential education inspires students and increases the opportunities for academic success and learning outside of the classroom.

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Human Biology Budget Summary

9/1/02–8/31/03

- University Funding: 56%
- Endowment: 44%

Alumni Survey Results

Current Professions of Human Biology Graduates

Survey taken in 2002

- Clinical/Academic Medicine: 42%
- Business: 13%
- Research and Teaching: 13%
- Public Health/other Medical: 13%
- Law: 6%
- Other: 13%
Human Biology Donors  

Your support helps Human Biology and the School of Humanities and Sciences to attract the best students and faculty available. On behalf of everyone involved in the Human Biology Program, thank you for your continued generosity.

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Cindy H. Tsay, M.D.  
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*We apologize for any omissions.  

help monitor our lectures with gentle suggestions for improvement. Several of our former course assistants, now faculty members at Stanford, have returned to offer courses to our students.

Finally, I have been very fortunate to work with a dedicated staff. I am convinced that these individuals work harder than anyone else at Stanford. We have only two and a half positions to administer the largest major at Stanford, taking care of over 700 students from their sophomore year onwards. Without them, we couldn’t continue.

So I think that what Human Biology has given to me is a chance to meet dedicated, interested, intelligent people and work together with them to guide this wonderful program. I will always be grateful for this opportunity. ☐