Understanding the Evolution of Societies
An Interview with Walter Scheidel

“Intellectually generous,” was arguably the most striking phrase used by Katherine Preston PhD, Associate Director of the Program in Human Biology, to describe her HumBio Core co-instructor, Walter Scheidel, Dickason Professor in the Humanities and Professor of History at Stanford. Scheidel is one of two faculty coordinators for HumBio2B: Culture, Evolution and Societies, which forms part of the year-long HumBio core series. The course is delivered in parallel with HumBio2A: Genetics, Evolution and Ecology, taught by Preston and others in the program. Scheidel has been teaching in HumBio since the Fall of 2012.

Recently named the Catherine R. Kennedy and Daniel L. Grossman Fellow in Human Biology, Scheidel teaches the component of the HumBio core that addresses the development of societies. Units covered by Scheidel include "Complex Social Organization" and another called "Biology and Culture in Human Reproduction," including topics such as polygamy/monogamy, infanticide and inbreeding, but Scheidel’s teaching focuses on the evolution of societies. The challenge, Scheidel describes, is “getting students to understand that the same framework biologists use to understand evolution from a biological standpoint, can be applied to the evolution of culture and societies as well.”

Autumn greetings from Building 20. Our theme for this newsletter is culture, society, and evolution. HumBio, for sure, has evolved with its own culture and society. Check out these pages and witness our community of success. Consider also joining HumBio’s LinkedIn group - allowing our earliest HumBio ancestors to connect with even our most recent grads—what a society we have!

Our major’s interdisciplinary culture is constant, but society and education are increasingly complex. Thus, HumBio will evolve more. Right now a group of our senior faculty is examining how to optimize the Human Biology curriculum within the setting of a 21st century Stanford education. We want to make sure HumBio and its grads stay ahead of the curve. We will examine the path our students travel throughout our major’s curriculum to ensure that all the students benefit from a constant emphasis upon oral and written communication, critical scientific literacy, and quantitative analysis. We are also exploring in-depth senior scholarly experiences called “Capstones,” and even considering where on-line education fits in for Human Biology. Do you have ideas for HumBio? Email me pfisher@stanford.edu. Evolve with us.
Walter Scheidel, continued

In many ways, he says, “the State faces the same challenges as the organism: mutations, selection pressures, etc.” Scheidel’s goal is to get students to appreciate the relevance of understanding social evolution. “Present societies have been shaped by past cultural evolution, and we can’t understand them unless we understand that evolution. Once students appreciate this, they can become deeply engaged in the topics we’re teaching.” To help students see the connections between Scheidel’s area of scholarly expertise and that of colleagues like Preston, Scheidel sat through the “A-side” lectures offered in parallel to his own. This investment of time and energy provided him with “new ideas for ways in which to present [his] own material” and, no doubt led to the synergy between the co-teachers in this unit of the core. “He presents the students with truly substantive lectures and, without watering anything down, makes the material he’s teaching approachable to his audience,” says Preston of Scheidel’s teaching.

Outside of HumBio, Scheidel’s research focuses on ancient social and economic history, with an emphasis on historical demography, labor, and state formation. More generally, he is interested in comparative and trans-disciplinary approaches to the study of the pre-modern world, and is trying to build bridges between the humanities, the social sciences, and the life sciences.

Described as “the most frequently cited active-duty Roman historian in the US adjusted for age,” Scheidel is the author or (co-)editor of 14 books, has published close to 200 articles, chapters, and reviews, and has lectured in 23 countries. His most recent books are The Oxford Handbook of the State in the Ancient Near East and Mediterranean (2013, co-edited with Peter Bang), The Cambridge Companion to the Roman Economy (2012, ed.), The Oxford Handbook of Roman Studies (2010, co-edited with Alessandro Barchiesi), Rome and China: Comparative Perspectives on Ancient World Empires (2009, ed.), The Dynamics of Ancient Empires (2009, co-edited with Ian Morris), and The Cambridge Economic History of the Greco-Roman World (2007, co-edited with Ian Morris and Richard Saller). He is currently preparing a general survey of ancient demography and monographs on ancient empires and Roman emperors, and is editing State Power in Ancient China and Rome and Biohistory and the Future of the Ancient World and co-editing Fiscal Regimes and the Political Economy of Premodern States (with Andrew Monson) and The Oxford World History of Empire (2 vols., with Peter Bang and Chris Bayly). He has launched an international research initiative for the comparative study of ancient Mediterranean and Chinese empires, co-founded the Princeton/Stanford Working Papers in Classics, created the interactive web site Orbis: The Stanford Geospatial Network Model of the Roman World, which has attracted over half a million visitors and global media coverage, and is co-editor of the monograph series Oxford Studies in Early Empires.

When he is not teaching at Stanford, Scheidel might be found, literally, anywhere else in the world: “I grew up in Vienna, Austria,” he writes “and spent time in Ann Arbor, Cambridge, Paris and Chicago before I moved to Stanford in 2003. I’ve since had stints in NYC and Abu Dhabi. When I’m not working, I am traveling.” (To date, Scheidel has visited 67 countries and plans to continue the trend.)

When asked what stands out most in his mind about his experiences in HumBio, Scheidel describes being pleasantly surprised by the “highly disciplined nature of the HumBio students,” who “respond well to academic challenges.” He has also been impressed by what he describes as “the well co-ordinated structure and execution of the core, augmented by a fantastic team of course assistants.”

“This kind of co-ordination makes the whole experience of teaching in HumBio very rewarding for me,” says Scheidel. Judging from the glowing comments of his students and co-instructors, the feeling is mutual.
An Interview with Rasheedat Zakare HB’13, recipient of Bingham Foundation support for an innovative student project.

What motivated you to create a “field guide” for students pursuing Honors Theses?

I started working on this project for two reasons. The first was that I noticed a distinct void in the body of scientific art in regards to the scientists themselves. You can always find pictures of flowers or deer or bacteria on the cover of a journal or a magazine, but rarely will you see the people that make it happen, especially in a candid setting. The other reason was that my honors experience was full of surprises – mostly good! – but I wouldn’t have gotten as far as I did without a lot of advice from a lot of people. This guide serves to aggregate the bare bones of that advice into one place. It will never be as good as having a real mentor to talk to, but hopefully it will motivate the right questions in students who want to pursue honors.

I chose photography specifically because it’s something that I was exploring concurrently with my honors work. I had a few friends who introduced me to it and I really liked the way I could freeze a moment in time. All of the subjects are people who I’ve worked with in some way or another because I can only tell the story of an honors thesis as I’ve experienced it. On the flip side, I’ve tried with the text to draw out general themes of the research experience that are relevant not only to Honors in Human Biology but also to research projects in general.

Through this experience, did you learn anything new about the subject matter you were documenting?

That some people don’t want their picture taken.

More seriously, when I was going through the thesis process from proposal to final draft, I was in a very next-next-next frame of mind, so I don’t think I truly understood the enormity of the project I was working on until I was putting the final sections of the thesis paper together and I realized how long it had become. Sometimes it’s hard to consider the requirements for the coming stages because you’re so focused on nailing your current one. By documenting what was required of me at each stage, it became clear that I was very fortunate to have all my stuff together. I’ll be honest – the only thing I really thought about when going into the honors track was my experimental design and my first reader. You really need a lot more than that, even if the department and VPUE don’t ask for it up front. Thus, the writing process became a process of asking myself, what dimensions of my honors experience were essential for completing it? The very first essay was called “Failure” because the paradigm shift that I talk about from senior year was what first came to mind. It didn’t take long, though, before I had a list of concrete factors that were integral to my success. So ultimately I learned what it took to take an honors project from beginning to end.

What was the most challenging part of this experience?

Planning the reflective writing, I would say. It’s easy to take a camera into lab or out into the woods – you’ll get a few bad shots, a lot of okay shots, and a handful of absolutely golden shots. On the other hand, the writing required me to sit down and map out my honors experience, picking out all the parts where I was the most confused or demoralized, and coming up with preemptive solutions for those problems for other people. It was tough to pick out my weaknesses, not because I couldn’t find them but rather because I would have to admit they were there. It was good for me though, because part of the writing was also proving to myself that I had addressed and changed those parts of myself that were a hindrance to me.

What was the most rewarding?

The most rewarding part of the project was actually realizing that I had fixed a lot of my weaknesses and come out of an honors thesis the better for it. The second most rewarding part of the project was that it gave me a chance to go around at the end and really thank the people who had helped me along my honors journey in a unique way. Their words to me, well-used and recycled, are here in my reflections and hopefully those ideas will go on to help other people. I personally feel validated when a person I’ve mentored has internalized my advice and thereby excelled, so I hope all my advisors are sitting cozy and patting themselves on the backs. And it makes me feel good to know that I’ve made them proud.
Congratulations to our fabulous Firestone Winners!

The Firestone Medal for Excellence in Undergraduate Research is given to the top theses in the sciences and engineering. The most recent HumBio winners are...

**Stephen Matzat**

Stephen’s project utilized magnetic resonance imaging (MRI) to explore the progression of osteoarthritis in patients with hip impingement. He tested novel imaging technologies to visualize cartilage in these patients and his results suggest these techniques can help improve our ability to detect the progression of disease at an earlier stage. This upcoming year, Stephen will continue to conduct research in the Department of Radiology here at Stanford. He is extending the work of his honors project while testing the applications of other techniques with MRI. Besides this, he is applying to medical school and tutoring students in the area.

**Elise Geithner**

Elise also won the prestigious David M. Kennedy Prize in the Social Sciences for her project exploring medical post-traumatic stress disorder (medical PTSD) in pediatric intensive care patients. Working at Lucile Packard Children’s Hospital with the Pediatric Consult Liaison Team under Dr. Richard Shaw, Elise spent time with patients in the NICU, PICU, and CVICU to understand how the stress of being in the intensive care unit can cause post-traumatic stress disorder symptoms in pediatric patients and their families. Elise hopes that her work will allow her to present risk factors for medical PTSD to the medical community, so that institutions can devise systems to prevent their patients from developing maladaptive reactions to the traumatic stressor of being in a hospital’s intensive care unit. At the end of August 2013, Elise began the pre-medical post-baccalaureate program at Columbia University in New York. She is hoping to work more in pediatric oncology, the NICU, and adolescent psychiatry. Elise’s Honors Thesis, as well as supplemental information, can be found here.

**Michael Diaz**

For Michael’s thesis, he analyzed a large set of data obtained in the early 2000s from women suffering from metastatic breast cancer. While it has already been shown that cancer’s negative psychological consequences, like depression and fatigue, result in disrupted endocrine function, Michael wanted to know if any psychological benefits from having cancer were related to improved endocrine function in breast cancer patients. He found that women who reported higher levels of emotional growth did, in fact, have more normalized cortisol slopes, indicating healthier endocrine function as well as the inextricable connection between mind and body. Next year, Michael will be applying to medical school and working on developing his thesis into a publishable journal article. Additionally, he is working for Cardinal Education as a tutor. In his free time, he is fostering kittens in his apartment through the Community Cat Rescue organization.

**Margaret Hayden**

Margaret’s thesis explored the ethics of how we understand, describe, and treat serious mental illness, particularly schizophrenia. She found that the ways we imagine those with serious mental illness profoundly affect the experience of the disease itself. As a result, prognoses and outcomes are products not only of natural disease courses, but also of the ways broader society and specific communities conceive of and understand serious mental illness. In her research, Margaret conducted her own fieldwork at a homeless shelter for the mentally ill in the Bay Area, and relied on philosophical, medical, and anthropological literature. Next year, Margaret will be studying for a master’s degree in Medical Anthropology at Oxford University. After two years in Oxford, Margaret plans to return to the US to enter medical school and complete additional graduate work in anthropology, with the long term goal of becoming both a physician and an anthropologist.

**Hannah Rich**

Hannah’s thesis explored the value of school gardens for food security and environmental education in under-resourced primary schools in Cape Town. While working there for an NGO, Hannah observed that alongside the potential for school gardens to mitigate the stark disparities in quality of life, health and education, schools in Cape Town struggled to sustain gardens over the long term. She gathered data on the needs of and perceptions held by members of school communities. The data revolved around one theme: the garden spoke to the importance of greater self-sufficiency for all involved. Her findings call attention to the diverse values held by school communities and provide insight into the future implementation, design, and framing of school gardens in South Africa and beyond. Hannah spent the summer after graduation as a Sand Hill Fellow at the Hewlett Foundation, where she conducted education policy research. Next year, Hannah will be an assistant teacher at Success Preparatory Academy, in New Orleans. She looks forward to a career in education and social change.
Congratulations to our 2013 Haas Fellows!
Amy Chen (HB ’13, left): 2013 Ford Fellow
Ezekiel Richardson (HB ’13, center): 2013 Gardner Fellow
Tiffany Kung (HB ’13, right) 2013 International Public Service Fellow

Stanford’s Haas Center for Public Service actively supports public and community service. Established in 1985 by President Donald Kennedy, the Haas Center provides avenues for Stanford students to authentically connect their academic and service lives.

Elise Geithner wins 2013 James W. Lyons Award for Service
Geithner worked to promote a cultural shift within the Greek community and residences with regard to health, wellness and body image. Developing the workshop “Am I Good Enough Yet?” in collaboration with Stanford Health Promotion Services, she actively engaged her sorority in creating meaningful change. The program has permeated the rest of campus, helping students shift their perspective on body image and other challenging issues.

Miss California is a HumBio Grad
Crystal Lee (HB’13), 2013 Miss California winner, was crowned first runner-up in the 2014 Miss America Pageant, held on Sept. 15th, 2013. Lee holds two degrees from Stanford – a bachelor’s degree in Human Biology and a master’s degree in Communication. During the competition, one of Lee’s platform issues was the role of women in science fields. Lee, an accomplished classical ballet dancer, plans to pursue a medical degree in the future.

2013 J.E. Wallace Sterling Award recipient is Morgan Duffy
The award recognizes a senior whose undergraduate leadership and volunteer activities have made the largest impact on the Stanford Community. Duffy was a junior class president and co-founder of Power to Act, a student group dedicated to safe social spaces for students with visible and invisible disabilities. She was also the 2012 Freshman Convocation speaker and the Senior Gift co-chair.

Rachel Kelley wins Deans’ Award for Academic Achievement 2013
The Deans’ Award for Academic Achievement honors extraordinary undergraduate students for “exceptional, tangible” intellectual achievements. In 2011, Kelley began interviewing low-income, disabled and medically fragile individuals in Tennessee in order to shape their stories into policy recommendations. The stories gained nationwide attention and influenced the decisions of key policymakers in the state.

2013 Wallace Sterling Academic Achievement Award Winners: Johanna Burch, Madison Crocker, Tim Dang
The J. E. Wallace Sterling Award for Scholastic Achievement has been one of Stanford’s most prestigious academic awards since its inception in 2006. It is based on overall academic performance and is presented to the top 25 students of each year’s graduating senior class in the School of Humanities and Sciences. In 2013, three of those students were HumBio majors. Congratulations, Johanna, Madison and Tim!

Congratulations 2013 Fulbright Winner: Surabhi Nirke
Surabhi Nirke (HB’13) is the winner of a 2013 Fulbright Scholarship to India where she will study the social determinants of contraceptive use among married adolescent women. The Fulbright Program aims to provide recent college or university graduates, as well as graduate students and young professionals, with opportunities to develop their personal and career interests in an international setting. Most awards are for one academic year.
A Message from Shay Brawn, Writing Specialist:
As the Writing Specialist for HumBio, my goal is to support writing in the program in a variety of ways, including helping with a newly enhanced writing component for the Core, working with interested faculty and TAs as they develop new writing assignments and fine-tune existing ones, and engaging with students individually and through workshops from the Writing in the Major to the declaration proposal to the honors essay. Strong communication skills are essential for HumBio with its emphasis on interdisciplinarity and applied knowledge, and I feel privileged to be working with the program as we develop this new model for writing support in the major.

Check out Bob’s Photo Pages!
Since 1995, Bob Siegel, Professor (Teaching) of Microbiology and Immunology, has integrated photography into his teaching. Click here to see his remarkable gallery. More from Bob on the evolution of this project: My photo pages highlight some of my endeavors related to nature, travel and teaching. They represent the intersection of several personal obsessions including photography, exploration, natural history, and the desire to create increasing numbers of thematic subpages. I believe there is an important interplay between words and pictures. In my classes, I have used photography to illustrate key points, to document class activities such as the three dimensional virus model building, and to engage students in a variety of ways. I have also incorporated photography in my field seminars in Tanzania, England, Madagascar, and at Stanford. Over the past few years, I have begun to teach courses that more directly emphasize the use of the camera as a tool to enhance observation, as a starting point for academic scrutiny, and as a method of facilitating communication and discussion.

HumBites: food for thought! In case you missed this article in the summer Stanford Magazine, Nathanael Johnson tries to delve deeper into some of the more confusing nutritional advice being given to the general public. The interview features Christopher Gardner, Professor (Research) of Medicine (Stanford Prevention Research Center). Gardner teaches the popular HumBio Human Nutrition class and approaches the predominance of conflicting nutritional messaging with a healthy dose of common sense: “Our present confusion has a lot to do with an assumption that scientists made early on: There is a single healthy diet that’s right for everyone.” (Read the article to find out more...)

NEW COURSE
Sanjay Basu MD, PhD is an Assistant Professor of Medicine at the Stanford Prevention Research Center who is teaching HumBio 154A, Outbreaks, Epidemics, & Disease Control Systems. This course was made possible as part of an initiative funded by Dr. Richard Hoffman ('71) to introduce students to epidemiology. Basu received his undergraduate degree from MIT before completing a Rhodes Scholarship at Oxford, then receiving his MD and PhD in epidemiology at Yale. His research focuses on global development and human health, including the use of econometrics and simulation models to study how socioeconomic changes and social policy interventions affect disease risk among low-income populations. His is currently studying the health effects of economic shocks, global changes in chronic disease risk, and approaches to studying public health interventions using systems science methods. On how the course came about, Basu recalls, “After completing my undergraduate training in a field similar to Human Biology, I worked for a period at Oxfam International and Partners in Health, doing on-the-ground public health program administration. I was surprised at how disconnected my undergraduate training had been from the skills I needed to actually effectively run health programs. So this course was inspired by the desire to teach some pragmatic skills in epidemiology, disease surveillance and control, and practical program operations management strategies ranging from simple budget optimization to more complex epidemic control modeling. The idea is that if a HumBio student is parachuted into an epidemic, they may not know exactly what to do but this course should at least give them the skills to know what are the right questions to ask, how to be skeptical and properly evaluate data and claims given to them. The course also aims to teach students how to go about constructing a plan for tackling basic public health problems that are faced by departments of public health, non-government organizations, and various international public health agencies around the world.
The Power of Words!

New research by HumBio’s own Anne Fernald, Josephine Knotts Knowles Professor of Human Biology, was recently front page news in the New York Times. One of the biggest questions in research on language acquisition is how does growing up in poverty affect the development of children’s early language proficiency?

Fernald explores this question in two new studies, revealing an “achievement gap” in language processing skill at a young age. In an experiment published in Developmental Science, Fernald examined vocabulary growth and language processing skills in two groups of toddlers: One group lived near the Stanford campus, while the other lived a few hours north of campus, where levels of socioeconomic status (SES) are lower. To reach this group, Fernald outfitted a mobile “lab” - a 30-foot-long RV in which she tested children to see how quickly and accurately they could identify objects in response to familiar words like “ball” and “dog”. Then six months later she measured how these skills had developed. The results were sobering: By age 18 months, toddlers from disadvantaged families were already behind more advantaged children in their language proficiency. Both groups got faster with age, but at 24 months the lower SES children just reached the level of processing efficiency that the higher SES children had achieved at 18 months. As Fernald explained: “By 2 years of age, these disparities are equivalent to a six-month gap between infants from rich and poor families in both language processing skills and vocabulary knowledge. What we see here is the beginning of a developmental cascade, a growing disparity between kids that has enormous implications for their later educational success and career opportunities.” In a second study in Psychological Science, featured in the Stanford Report, Fernald and Stanford graduate student Adriana Weisleder found these early differences to be directly related to the number of words – to which a young child is exposed in their earliest years of life. This implies that encouraging parents to increase the amount of language stimulation their children receive on a daily basis, could be an effective, readily available tool for helping them realize their full academic potential. Parents of America, there’s great power in your words!

Listen in on Women in Space! Barbara Morgan (HB’73) one of the few Teacher Astronauts, was featured in Stanford’s Historical Society “Stanford Women in Space” co-sponsored by The Stanford Alumni Association and Stanford Continuing Studies. Morgan, along with Eileen Collins, MS ‘86, Ellen Ochoa, MS ‘81, PhD ‘85 discussed their experiences in space with moderator Scott Hubbard, Consulting Professor of Aeronautics and Astronautics. Morgan was one of the very few Teacher Astronauts to attempt and successfully complete a Shuttle journey after the ill-fated Challenger disaster that took the life of the initial Teacher Astronaut Christa McAuliffe.

Two HumBio alums named U.S. Gates Cambridge Scholars

Lee received his scholarship in 2013, to begin his studies at Cambridge in the Fall of 2013. Lee was among 39 Americans, from three-dozen U.S. universities, who were awarded Gates Cambridge Scholarships. He plans to apply translational research methods in the fields of cardiovascular and regenerative medicine, while at Cambridge.

Lucinda Lai received the Gates Scholarship in 2012 for her work documenting the mental health of refugees on the Thailand-Burma border. She was one of 50 students from 23 countries who received scholarships in 2012 during the international selection round. The Gates Cambridge Scholarships were established in 2000 with a $210 million donation to the University of Cambridge from the Bill and Melinda Gates Foundation to support outstanding students from outside the United Kingdom in their pursuit of graduate studies.

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FACULTY RESEARCH

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Faculty Research

Two HumBio alumni – Jerry Lee HB’09 and Lucinda Lai HB’09 are recent recipients of Gates Cambridge Scholarships.

Jerry Lee HB’09

Lucinda Lai HB’09

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Photo courtesy of NASA

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Anabel Stenzel, organ transplant advocate, dies at 41.

Co-author and subject of the book and documentary, The Power of Two with her sister, Isabel Stenzel Byrnes, Anabel Mariko Stenzel died on September 22 of cancer. Born with cystic fibrosis, doctors said she and her sister probably would not reach their 10th birthdays. Stenzel went on to graduate from Stanford, earn a master’s degree from UC Berkeley and lead a distinguished career as a genetic counselor at Stanford's Lucile Packard Children's Hospital.

Stenzel’s former HumBio teacher, Ellen Porzig, Professor (Teaching) of Developmental Biology, Emerita, shared her thoughts: “We will carry life-long memories of [Ana’s] bravery and grace in the face of cystic fibrosis... Twenty years ago Ana and Isa were known as brilliant undergraduates with a symbiotic friendship... It is difficult to imagine how two individuals, two such devoted sisters, could have more powerful, inspirational lives than Isa and Ana together.” Later as a colleague, Porzig recalls, “Connecting with Ana again through former Hum Bio students, I invited her to teach Stanford medical students in our Development and Disease Mechanisms course. Her lectures were spellbinding. Inspirational at teaching, at living with joy through the beauty of nature, and serving as a leading transplant advocate, this was Ana... We cannot forget her imprint of her legacy, and her influence on cultural perspectives on organ transplantation.” Stenzel was a Board member of Cystic Fibrosis Research Inc., co-chaired the Heroes of Hope Living with Cystic Fibrosis patient recognition program and was Fundraising Chair for Team Northern California of the U.S. Transplant Games.

Daniel Garza, assistant professor and sports medicine physician, passed away.

Reprinted with permission, from the Stanford Report, October 17th, 2013

Daniel Garza, MD, assistant professor of orthopaedic surgery and of emergency medicine at the Stanford School of Medicine, and a Bay Area sports medicine physician, passed away Tuesday, Oct. 15 at his home.

Garza’s primary research focused on the prevention of traumatic brain injury in athletes. He was conducting extensive studies on the risk of concussions by fitting athletes with mouthpieces to measure the impact of collisions.

Garza worked as the medical director and team physician for the San Francisco 49ers and also worked with intercollegiate teams within Stanford Athletics. Garza taught undergraduate human physiology, sports medicine and exercise anatomy at Stanford.

"Dan Garza was very dedicated to sports medicine, to teaching human physiology and to his research to improve recovery and treatment outcomes for athletes," said William Maloney, MD, professor and chair of the department of orthopaedic surgery. "He was persistent in his desire to find solutions to one of the most concerning areas in our field, the prevention of concussions and head trauma. We are saddened by his loss and the loss to our profession." Garza entered Stanford as an undergraduate and continued on to Stanford Medical School, where he earned his MD in 2000. He completed his medical internship and residency at Stanford Hospital and began working with the 49ers in 2007. In 2008, he was appointed to the medical school faculty as assistant professor.

Garza was a co-author of numerous research studies focused on sports injuries, including athletic trauma, heat illness and infectious diseases in athletes. Garza’s research specialized in real-time biomechanical and physiological monitoring of athletes, such as through the mouth guard devices. His most recent work included fitting athletes in football, soccer, lacrosse and field hockey with mouthpieces to measure the frequency and force of collisions.

Garza was an advocate for educating athletes and parents about the potential for injury at the youth-sport level. He worked in the Health and Human Performance Laboratory within the Division of Sports Medicine and served as associate director of the Lacob Family Sports Medicine Center.

Garza was well-known among students, student athletes and the medical community at Stanford.
Be part of building career connections over the generations of Hum-Bio grads by joining the Stanford Program in Human Biology (Hum-Bio) Major Alumni LinkedIn group. It’s easy to do by visiting LinkedIn and searching our group name under the "interests" tab. Generously started by Dr. Laura Mead Clapper (HB ’80) in 2009, this group now boasts over 330 members, and the management is now shared between Dr. Clapper and the HumBio staff. This group is exclusively for HumBio alumni majors. Member status is verified with University records. With an alumni population of 6500 strong as of this year’s graduation, this will be an excellent forum for professional networking. We are looking forward to staying connected and learning about the many ways that you are shaping the world!

Visit us and stay in touch by clicking on the links below

BEYOND HUMBIO
Alumni Panel
To participate in Winter 2014, contact Lia: caccairi@stanford.edu

STAY IN TOUCH!
Visit the HumBio webpage: http://humbio.stanford.edu/alumni

Send alumni news and stories to: Robyn Duby rlduby@stanford.edu

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Tom McFadden (HB’08), Core Course Associate (CA) gets students excited about science by creating rap music videos.
Read Kris Newby’s piece in Scopeblog, published on October 7th, 2013
Science rapper “busts a move” to explain Nobel discovery

Books
Hieros Gamos: (Sacred Union) A Confession
by Lia Cacciari (HumBio Student Services Officer, Extraordinaire)
In Cacciari’s debut medieval drama, the death of a lord has explosive repercussions on the relationship of a brother and sister.

From Outrage to Courage: The Unjust and Unhealthy Situation of Women in Poorer Countries and What They are Doing About It by Anne Firth Murray
In this second edition book, Murray tackles health issues from sex selective abortion and unequal access to food and health care to the challenges faced by aging women. Murray makes clear that the issues are social, ethical, and political much more than they are medical, and she goes further to provide hope that positive change can happen.

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