



Course Syllabus

HBIO 210 Lg

Mediterranean and Healthy Lifestyles in the World

4 Units

Fall 2025

Lecture: T Th 3:30-4:50 PM

Classroom Location: [DMC261](#)

**Instructor: Helen
Soultanakis, Ph.D.**

Office: [AHF B37](#)

Office Hours: Mon-Wed 11:30 am-1pm or by appointment

Contact Info: soul@usc.edu

Laboratory Director: Anh-Khoi

Nguyen, Ph.D. Office: PED 109

**Office Hours: by
appointment**

Contact

Info: agnguyen@usc.edu

Lab Instructor: (*Attendance in Labs is mandatory*)

Gudrun Bara Floyd, M.A. Contact Info: gbfloyd@usc.edu

Labs: Friday 10-11:50 pm & 12-1:50 pm

Lab Location: PED B16

Lab Instructors' Office: PED 109

Office Hours: TBA

Course Description

This course is designed to explore and contrast the core components of the traditional Mediterranean Lifestyle to those of other Lifestyles in the World. Biological and anthropological perspectives will help students grasp how to follow sustainable lifestyles to improve and maintain personal health.

Course Learning Objectives

- To identify and analyze the key nutritional, physical, and social elements of Mediterranean, and other Healthy Lifestyles in the World
- To compare the key nutritional components of the Mediterranean, and other Healthy Lifestyles in the World, explaining their health-promoting properties

- To assess the role of everyday movement and intentional physical activities in maintaining physical fitness and mental well-being in these regions
- To explore traditional daily routines, and cultural practices that contribute to health and longevity in various regions in the world
- To describe how cultural traditions and environmental factors influence daily practices, diet, and social structures globally
- To analyze epidemiological data and scientific studies to connect these lifestyles with improved health outcomes, longevity, and reduced incidence of chronic illness in different locations
- To create a personalized health plan incorporating elements from Mediterranean, and other Healthy Lifestyles in the World, focusing on balanced nutrition, regular activity, and community engagement
- To develop strategies for promoting aspects of these lifestyles within the students' own communities or through public health initiatives

Required Texts

Sidossis, Labros S., and Stefanos N. Kales. *Textbook of lifestyle medicine*. John Wiley & Sons, 2022
ISBN: 978-1-119-70442-3, January 2022, Wiley-Blackwell 288 pages

Frates, B. (2019). *Lifestyle medicine handbook: An introduction to the power of healthy habits*. ISBN 1606794132, 9781606794135, Healthy Learning 441 pages

*Additional Required equipment: a fitness tracker; instructions will be given the 1st day of the Lab.

Description and Assessment of Assignments

Assessment and Assignments are meant to guide and embrace your learning process. In a learner-centered course assignment & assessments are not meant to be a source of stress for you but a way to demonstrate your understanding of the material taught and enjoy the process of learning.

Written Exams will be administered in person on specific days during the class period (see Course Schedule below). Exams may be delivered electronically and, if so, will require installation of [Respondus Lockdown Browser](https://download.respondus.com/lockdown/download.php?id=945755274) <https://download.respondus.com/lockdown/download.php?id=945755274>, on a PC or Mac computer (Chromebooks are not supported).

Lecture material will be evaluated via two midterm exams plus a comprehensive final exam, and will comprise 50% of your total course grade. Note: Each exam is worth 25% of your grade with the lowest scoring exam dropped from your total score.

In-Class Group Project Assessment. There will be 3 in-class collaborative group project assignments and a final group presentation that will comprise 25% of the total course grade. These assignments have deliverable objectives that will require you to work during the hour of the classroom. They are meant to encourage interaction, communication and exchange, and they will be assessed as a group. To receive full credit for each in-class project you need to attend the class and fulfill all the required work based on a rubric.

Laboratory Assessment and Assignments. The laboratory portion will be evaluated by laboratory work. A syllabus will be provided for the Lab section. The work will be relevant to the in-class assignments and the learning objectives of the course. The lab portion will represent 25% of your final course grade.

Technological Proficiency and Hardware/Software Required

For course communications we will be using “Brightspace”. Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place. Check for training and resources in [Brightspace Student Tutorials](#). Find technical support information below:

- **Student Guides:** [Brightspace Student Guides](#)
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** usc@d2l.com

Although there are no specific technology/software requirements *per se*, you will need an internet-enabled device with browser capabilities, such as a tablet, laptop, or desktop computer, to access Brightspace, which will be the gateway for any assignments as well as the repository for lecture slides, videos, and other course materials. Should we need to go online, lectures will be delivered via Zoom. Exams may be delivered electronically in-class and, if so, will require installation of **Respondus Lockdown Browser** that you can find in the following link:

<https://download.respondus.com/lockdown/download.php?id=945755274>

on a PC or Mac computer (Chromebooks are not supported). Support for these resources can be found at the [ITS Customer Support Center](https://itservices.usc.edu/) <https://itservices.usc.edu/>.

Attendance

Class attendance is highly recommended as the in-class discussions will help you to better understand the presented concepts. Lecture slide sets will be shared with students via Brightspace before the lecture. Lectures will **not** be taught online or recorded, and students missing lectures are encouraged to seek out for any information not included in the slide-sets from their peers or communicate with the instructor.

Lab Attendance

IMPORTANT NOTICE: As laboratory experiential learning is crucial to meeting the learning objectives of this course you must have completed the assigned lab activities before the final lecture exam. All relevant Lab information will be provided to you in detail by your lab instructor during the first lab meeting of the semester. If you fail to attend the Labs regularly you may not pass the course.

Student athletes with approved “Travel Request Letters” and students who give advance notice of religious observation conflicts, as well as verified medical issues, will be allowed to make-up the lab assignments.

Course Specific Policies

- A midterm exam can be taken at another date ONLY if the student has a documented medical excuse, religious conflict, or athletic/competition excuse.
- A request to take a make-up exam must be accompanied by appropriate evidence of necessity (i.e. a medical excuse, letter from the athletic department for traveling/competing athlete, religious accommodation request form, etc.). Any religious or athletic conflicts should be made know to the instructor within the first 3 weeks of class.

- When allowed, a make-up exam will be different in content and may differ in format from the originally scheduled exam. Make-up exams may also be proctored by personnel who do not have knowledge in the area being tested.
- Exams and lab grades will be scored but not assigned a letter grade. Only the final course grade will be assigned a letter grade.
- The final exam is cumulative and must be taken at the scheduled time and date as dictated by university policy. It cannot be taken prior to the exam date set for all courses by USC, based on the day and time your course is taught (<https://classes.usc.edu/term-20253/final-examinations-schedule>). In the event you will miss your final due to a serious documented reason, you can file for an IN (incomplete) grade and take the final the following semester.
- Extra credit will be offered for this course via JEP. Early in the semester, a JEP representative will visit our class to discuss the opportunities available. To register for JEP, visit <http://dornsife.usc.edu/joint-educational-project/>

Zoom Lectures: This course is specified as an in-person lecture course and as such will **not** normally be provided via Zoom (or recorded). However, extenuating circumstances (eg. Instructor illness) may periodically require such presentations for which students will be notified ahead of time. During any Zoom lecture you are encouraged to leave your camera/video on but are not required to do so. Audio should be muted unless asking a question.

Grading Timeline

Midterm I – Sept. 25

Guided Group Projects (dates) -Sept 2, Oct 21, Nov 18.

Group Presentations (Lecture): Nov. 25, Dec 2

Article Summaries (dates)-will be turned in the Lab section on the 4th, 8th, 11th and 13th weeks

Final Exam – during exam periods

Lab Reports-based on Lab and Lecture work. Will be described by Lab Instructor.

Grading Breakdown

Assessment	Number	Points Each	Total Points (% of Grade)
Midterm	1	10	10
Guided group projects: Diversity of Lifestyles Term paper	4	5	20
Article Summaries: Diversity Global issues	4	5	20
Laboratory Reports	5	6	30
Final Exam	1	20	20
Totals	16	-	100

Grading Scale

- The grading breakdown is mentioned above.
- Your midterm and final exam scores will be posted on Brightspace shortly after each exam with a maximum of 100 points for each exam. You can apply the scale provided below to determine your approximate letter grade on each portion.

Letter Grade	Points/Percentage
A	93.0 – 100
A-	90.0 – 92.9
B+	87.0 – 89.9
B	83.0 – 86.9
B-	80.0 – 82.9
C+	77.0 – 79.9
C	73.0 – 76.9
C-	70.0 – 72.9
D+	67.0 – 69.9
D	63.0 – 66.9
D-	60.0 – 62.9

Tentative Course Schedule

Date	Lecture Topic	Reading
Aug 26	Intro & the Science of Lifestyle Medicine	
Aug 28	History and Core Elements of Healthy Lifestyles in the World	Ch. 1
Sept 2	#1. Guided Group Selection: Chose to follow/enter a group representing 1 of 5 different Global Healthy Lifestyles	Literature Review
Sept 4	Lifestyle Choices and Human Health Empowering People to Change	Ch. 1 Ch. 2 (ACLM)
Sept 9	Basic Concepts: Health, Wellness and Lifestyle	Ch. 1
Sept 11	The Lifestyle Disease Epidemic: Global Burden and Risk Factors	Ch. 2
Sept 16	Components of an Unhealthy Lifestyle	Ch. 3
Sept 18	Characteristics and Principles of a Healthy Lifestyle	Ch. 4
Sept 23	Review	
Sept 25	Exam I	
Sept 30	Healthy Diets Progression form Nutrients to Dietary Patterns. The Nutrition Health Connection	Ch. 5 Ch. 5 (ACLM)
Oct 2	Popular Dietary Patterns around the World	Ch. 6
Oct 7	The Mediterranean Diet	Ch. 7
Oct 14	From Mediterranean Diet to Mediterranean Lifestyle. The Mediterranean Lifestyle Paradigm	Ch. 8
Oct 16	Mediterranean & Other Lifestyles in Clinical Practice. the Mediterranean Lifestyle Paradigm in the Prevention and Treatment of the Chronic Disease (Case Studies)	Ch. 12, 13, 14, 15, 16
Oct 21	Guided Group Project #2: Health and Disease and Longevity in the various regions of the world	
Oct 23	Physical Activity in the Mediterranean Region. Improving Health Through Exercise	Ch. 9 Ch. 4 (ACLM)
Oct 28	The Need for Sleep and its Effect on Health	Ch. 10
Oct 30	Social Life, Spirituality, and Stress Management. Stress and Resilience	Ch. 11 Ch. 7 (ACLM)
Nov 4	Peace of Mind with Meditation, Mindfulness, Relaxation. The Power of Connection	Ch. 8 & 9 (ACLM)
Nov 6	Positively Positive	Ch 10 & 11 (ACLM)
Nov 13	Modernization and Challenges to the Mediterranean Traditional Lifestyle and other Lifestyles in the World	PPT
Nov 18	Guided Group Project #3: Comparative analysis of Traditional Healthy Lifestyles around the World	Literature Review
Nov 20	Sustainability, Connection to Nature and Global Natural Resources in Promoting Healthy Lifestyles	PPT
Nov 25	Group Presentation of Guided Projects	PPT
Dec 2	Group Presentation of Guided Projects	PPT
Dec 4	Review	
Dec. 16 th	FINAL EXAM: Tuesday 2-4 pm	

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct contrasts with the university's mission to educate students through a broad array of first-rank academic, professional, and extra-curricular. All courses at USC follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are their original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity. Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university. For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Academic Dialogue

The foundations of academic learning are rooted in our capacity to listen to each other, learn from each other, and respect each other, particularly when we disagree with each other. Academic dialogue is not about winning, but about learning together. To facilitate our building of a robust academic community in this class, we will be creating a living document of norms and expectations of engagement for respectful dialogue.

HBIO Policy on Use of Generative AI – For the lecture portion AI is/will be permitted on specific assignments

In this course, you could use artificial intelligence (AI)-powered programs to help you only with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions. This does NOT apply to you Lab assignments, where every instructor will inform you with their AI policy.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13). Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

Course evaluation occurs at the end of the semester. This evaluation process allows students to comment and rate their experience in the class. The process is conducted online, and you are encouraged to take advantage of this opportunity.

Students and Disability Accommodations:

USC welcomes students with disabilities into all the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call (Non-emergency assistance)

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.