

## **Term Information**

**Effective Term** Spring 2027

## **General Information**

<b>Course Bulletin Listing/Subject Area</b>	Human Nutrition
<b>Fiscal Unit/Academic Org</b>	Department of Human Sciences - D1251
<b>College/Academic Group</b>	Education & Human Ecology
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	3500
<b>Course Title</b>	Global Lifestyle and Longevity
<b>Transcript Abbreviation</b>	Global Lifestyle
<b>Course Description</b>	This course explores the unique traditions and lifestyles of various Blue Zones across the globe. Students will investigate historical and contemporary influences that contribute to these regions' exceptional longevity and well-being, and consider how these insights can be applied to improve health outcomes in other parts of the world.
<b>Semester Credit Hours/Units</b>	Fixed: 4

## **Offering Information**

<b>Length Of Course</b>	14 Week, 12 Week, 8 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	19.0504
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
Traditions, Cultures, and Transformations; Service-Learning

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Identify traditions and cultural practices associated with improved health and increased longevity.</li><li>• Analyze cultural practices and how they are associated with chronic health and well-being.</li><li>• Assess how cultural, economic, and architectural transformations in communities are associated with long-term health outcomes.</li><li>• Develop a Blue Zone in our local community by applying the cultural practices and traditions of original Blue Zones in our modern society.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Life Expectancy and Global Conceptualizations of Health</li></ul> <p>Blue Zone Regions and Power 9</p> <p>Nutrition and Physical Activity Contributions to Longevity</p> <p>Similarities and Differences Between Blue Zones and U.S. Culture</p> <p>Models of Wellness and Longevity</p>
<b>Sought Concurrence</b>	No

## **Attachments**

- HUMNNTR 3500 Letter of Support.pdf: 10.14.25 Letter of Support  
(*Other Supporting Documentation. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 Cover Letter.pdf: 10.14.25  
(*Cover Letter. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 Memo Response.pdf: 02.04.26 Memo Response  
(*Other Supporting Documentation. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 Syllabus.pdf: 02.04.26  
(*Syllabus. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 ELOs and Alignment Map.pdf: 02.04.26 Course Map  
(*Other Supporting Documentation. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 Updated GE Submission Form.pdf: 02.04.26 GE TCT Form  
(*Other Supporting Documentation. Owner: Tackett,Kimberly Ann*)
- HUMNNTR 3500 HIP Service Learning.pdf: 02.04.26 GE HIP Service-Learning  
(*Other Supporting Documentation. Owner: Tackett,Kimberly Ann*)

## **Comments**

- FYI: In revising the course, our faculty have updated the credit hours from 3 to 4 and incorporated the Service-Learning HIP. All forms and syllabus have been updated and the memo response to revisions requested is also attached. KT, 02.04.26 (*by Tackett,Kimberly Ann on 02/04/2026 02:25 PM*)
- Please see feedback email sent to department 12-03-2025 RLS (*by Steele,Rachel Lea on 12/03/2025 04:40 PM*)
- per request (*by Locascio,Peter J. on 10/28/2025 11:31 AM*)

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett,Kimberly Ann	10/14/2025 04:28 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	10/15/2025 10:42 AM	Unit Approval
Revision Requested	Locascio,Peter J.	10/28/2025 11:31 AM	College Approval
Submitted	Tackett,Kimberly Ann	10/28/2025 11:32 AM	Submitted for Approval
Approved	Tackett,Kimberly Ann	10/28/2025 11:33 AM	Unit Approval
Approved	Locascio,Peter J.	10/28/2025 11:52 AM	College Approval
Revision Requested	Steele,Rachel Lea	12/03/2025 04:40 PM	ASCCAO Approval
Submitted	Tackett,Kimberly Ann	02/04/2026 02:25 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	02/04/2026 02:25 PM	Unit Approval
Approved	Locascio,Peter J.	02/04/2026 02:55 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	02/04/2026 02:55 PM	ASCCAO Approval

January 31, 2026

To:  
ASC Curriculum Committee

**Subject: Response to requested revisions for HUMN NTR 3500 Global Lifestyle and Longevity (New course, GE Theme: Traditions, Cultures, and Transformations)**

Dear ASC Curriculum Committee,

Thank you for the positive evaluation and critical feedback of our course proposal. We appreciate the committee's commitment to and support in aligning this new course more closely with the context of GE theme Traditions, Cultures, and Transformations. We have reviewed and implemented all of the comments and contingencies proposed by the committee and believe that the updated syllabus addresses concerns laid out in the course review.

Warmly,  
Ari Bond and Lauren Roberson

**i. Comment: While the Subcommittee can see a path forward for this course in the Traditions, Cultures, and Transformations theme, they observed that the course's content may be better suited to the Health and Wellbeing theme. However, regardless of which Theme the department chooses, the Subcommittee asks that the department more clearly focus the course on the theme. In its current form, the course (and especially the group project/presentation) seems to focus on the nutritional practices of people in the world's various "blue zones", with some attention to traditions, cultures, and transformations, rather than focusing on "the influence of an aspect of culture...on at least one historical or contemporary issue" (ELO 3.1), "analyz[ing] the impact of a "big" idea or technological advancement in creating major and long-lasting change in a specific culture" (ELO 3.2) and "explor[ing] changes and continuities over time withing a culture or society" (ELO 3.4) through the lens of nutritional practices.**

**Response:** The weekly topics were re-written to emphasize ideas and technological advancements that influenced the establishment of these regions as Blue Zones (ELO 3.2). The topics were also re-written to include the exploration of traditional continuities and changes that establish these regions as Blue Zones (ELO 3.4). Lastly, the topics were also re-written to include the influence of an aspect of culture on at least one historical or contemporary issue. The assignments for the course were also redesigned to more closely align with the ELOs. Please see the attached addendum for the HUMN NTR 3500 Alignment Map that includes the specific weekly topics, the GE ELOs, the course specific learning objectives, and the description of specific assignments. We believe this alignment map clearly identifies how each the course goals and ELOs will be met.

**ii. Comment: The Subcommittee asks that the department better explain in the syllabus and the GEN Submission Form how ELOs 3.1-4.2 will be met in the course. They note that, in the GEN Submission form, the explanation of how these ELOs are met leans heavily on class lecture content and discussion, the former of which does not allow for assessment, and the latter of which accounts for only small portions of students' grades (5 pts/post).**

Response: The assessments have been updated to better align with the GE ELOs. The assessments can be broken down into five different categories: class participation, digitally immersive quizzes, personal reflections, mini-research projects, and the group project. More detail regarding each assignment and how they align with specific ELOs are outlined in the syllabus and course alignment map, however, below is a brief description of the 5 assignment categories:

Class Participation (75 points): this includes multiple-choice, true/false, and open-ended questions to be completed in class. The purpose of these questions is to gauge student understanding of the concepts regarding traditions, cultures, and transformations of Blue Zones.

Digitally Immersive Quizzes (105 points): these quizzes allow students to digitally explore the environments being studied in this course. It will include multiple-choice and true/false questions to help students identify, recognize, examine, and explore the key cultural continuities and transformations that helped establish these regions as Blue Zones (ELOs 3.3, 3.4, 4.1). It will also include open-ended questions that ask students to describe the influence of an aspect of culture on a contemporary or historical issue (ELO 3.1). For example, students will be asked to describe the impact of the Adventist Health Message on chronic disease risk in Loma Linda, California. Some of the open-ended questions will ask students to analyze how a big idea or technological advancement created a major and long-lasting change in a specific culture (ELO 3.2). Some questions will ask students to explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues (e.g. analyze and explain how race, ethnicity, gender, and perceptions of difference influence access to nutrition, food traditions, and dietary health in both global and U.S. contexts) (ELO 3.1).

Personal Reflections (90 points): students will be asked to engage in critical thinking (ELO 1.1); identify, describe, and synthesize approaches/experiences as they apply to the theme (ELO 2.1); demonstrate a developing sense of self as a learner through reflection (ELO 2.2); and explore changes/continuities overtime within a culture or society (ELO 3.4). For example, they will compare historical and contemporary movement patterns in Blue Zones and compare them to historical and contemporary movement patterns in their own society and (ELO 1.1, 2.1, 3.4) reflect on how their daily personal movement patterns compare to those in Blue Zones (ELO 2.2, 3.4). They will complete a similar assignment for nutrition, social connectedness, stress/purpose, and overall lifestyle and longevity patterns.

Mini-Research Project (100 points): students will conduct research on various aspects of Blue Zone cultures and societies and analyze how cultural continuities and transformations established these societies (ELO 3.1, 3.2, 3.4), how sub-cultures diverged from the main culture (ELO 3.3), and when wellness models fail (ELO 4.1, 4.2)

Group Project (130 points): students will engage in scholarly exploration of the theme (ELO 1.2) as they synthesize approaches to establishing a culture rooted in wellness (ELO 2.1). This project is broken up into several steps that ask students to engage in critical thinking about cultures (ELO 1.1), engage in in-depth exploration of how to transform a culture (ELO 1.2), describe the influence of this proposed cultural transformation on a current issue we face (chronic disease and health span) (ELO 3.1), analyze how this new ‘big idea’ will impact our specific society (ELO 3.2) and recognize and explain the disparities among individuals based on race, ethnicity, and gender if this ‘big idea’ is implemented (ELO 4.1 and 4.2).

**iii. Comment: The Subcommittee asks that the department provide a clearer explanation of the concept of Blue Zones and Power 9, and how the study of these concepts supports an advanced and scholarly study of Traditions, Cultures, and Transformations.**

Response: Response: We updated the overview of the course (located under the GE Goals and Expected Learning Outcomes section) to include a more detailed description of the concept of Blue Zones and Power 9 and how it supports an advanced and scholarly study of traditions, cultures, and transformations.

In this course, you will engage in an advanced exploration of Blue Zones, which are regions around the world where people live exceptionally long and healthful lives. While these Blue Zones are geographically very different from one another, they all practice similar cultural traditions that scholars have associated with their increased life and health span (longevity). Collectively, these cultural practices are known as the Power 9 and include concepts of nutrition, physical activity, social connectedness, a sense of purpose, and stress management. These concepts are embedded in Blue Zones’ culture through centuries old practices and as a result of big ideas and technological advancements.

Studying the traditions, cultures, and transformations of Blue Zones offers a unique lens for understanding how cultural practices are connected to life and health span. At times, cultural continuity lends to resilience and improved well-being. Other times, big ideas, technological advancements, and cultural transformations create a societal shift towards improvements in health and life span. This course explores both the continuities and transformations that come from big ideas and advancements in Blue Zones and how each contributes to health and well-being.

Through weekly readings and lectures, you’ll explore the various influences of culture and how they impact the establishment or erosion of a Blue Zone. Examples include the Adventist Health Message in Loma Linda, the Costa Rican concept of plan de vida, the practices of ikigai and moai in Okinawa, and the communal lifestyles and movement patterns in Ikaria and Sardinia. You’ll also discover how Singapore, a country with historically low life expectancy, reverse engineered aging in their country and transformed it into a Blue Zone with one of the highest life expectancies by adopting the same cultural practices and traditions of the original Blue Zones. Lastly, you’ll explore the traditions and cultural practices in your own community and identify small transformations that can eventually turn your city into a Blue Zone.

**iv. Comment:** The Subcommittee asks that the department provide further clarification regarding the course's prerequisites as stated on p. 1 of the syllabus. Specifically, they are concerned that the statement regarding "prerequisite knowledge" is confusing for students (who may not understand what a "basic understanding" consists of in this context) and/or that students may actually need some specific coursework to be successful in this course. While GEN courses should not have excessive prerequisites, the Subcommittee offers the friendly suggestion that a general prerequisite, such as completion of a course in one or more GEN Foundations categories, may offer a potential solution.

Response: We updated the syllabus so that no prerequisite knowledge is required as we recognize that it isn't necessary for this GE course.

**v. Comment:** The Subcommittee recommends that the department include the required links within the Religious Accommodations Statement (syllabus p. 17). They note that the link to the list of holidays and observances should be included. The statement (with these links embedded) can be found in an easy-to-copy/paste format on the Office of Undergraduate Education's Syllabus Policies & Statements webpage.

Response: We updated the syllabus with the required links within the religious accommodations statement. Thank you for bringing this to our attention.

# HUMNNUTR 3500 – Global Lifestyle and Longevity

## SPRING 2027, 4 CREDIT HOURS, UNDERGRADUATE

**Instructor: Lauren Roberson, PhD, RD, LD**

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Phone: 614-688-0261

Office Hours: Fridays 8 AM – noon, by appointment (in-person 60B Ramseyer Hall & via Zoom)

### Course Information

**Course times and location:** Tuesday and Thursday 10:00 am – 11:20 am; Location (TBA)

**Mode of delivery:** This course will be delivered in person. Attendance at lectures is expected.

Participation in lecture-based activities accounts for 15% of your final grade. In case of emergency, all lectures will be recorded and available upon request.

### Course Overview

#### Description / Rationale

This course explores the unique traditions and lifestyles of various Blue Zones across the globe. Blue Zones are regions where the population has significantly longer lifespans as compared to Americans. There are currently six regions that have many lifestyle habits in common. These are called the Power 9 and include domains such as natural movement, positive outlook on life, making wise food choices, and connecting with others. Students will investigate historical and contemporary influences that contribute to these regions' exceptional longevity and well-being, and consider how these insights can be applied to improve health outcomes in other parts of the world.

#### Relation to Other Courses

This course complements HUMN NTR 3506 Nutrition Across the Lifespan by providing more in-depth information regarding nutrition as it relates to supporting healthy aging. Similarly, this course complements HUMN NTR 3074 Public Health Nutrition by examining health at the population level in various geographic regions worldwide.

**Prerequisites and Prerequisite Knowledge:** None

### Course Goals and Expected Learning Outcomes

By the end of this course, students will be able to:

1. Identify traditions and cultural practices associated with improved health and increased longevity.
2. Analyze cultural practices and how they are associated with chronic health and well-being.
3. Assess how cultural, economic, and architectural transformations in communities are associated with long-term health outcomes
4. Develop a Blue Zone in our local community by applying the cultural practices and traditions of original Blue Zones in our modern society.

## GE Goals: Traditions, Cultures, and Transformations

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

## GE Expected Learning Outcomes

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

In this course, you will engage in an advanced exploration of *Blue Zones*, which are regions around the world where people live exceptionally long and healthy lives. While these Blue Zones are geographically very different from one another, they all practice similar cultural traditions that scholars have associated with their increased life and health span. Collectively, these cultural practices are known as the Power 9.

Studying the traditions, cultures, and transformations of Blue Zones offers a unique lens for understanding how cultural practices are connected to life and health span. At times, cultural continuity lends to resilience and improved well-being. Other times, big ideas, technological advancements, and cultural transformations create a societal shift towards improvements in health and life span. This course explores both the continuities and transformations that come

from big ideas and advancements in Blue Zones and how each contributes to health and well-being.

Through weekly readings and lectures, you'll explore the various influences of culture and how they impact the establishment or erosion of a Blue Zone. Examples include the Adventist Health Message in Loma Linda, the Costa Rican concept of *plan de vida*, the practices of *ikigai* and *moai* in Okinawa, and the communal lifestyles and movement patterns in Ikaria and Sardinia. You'll also discover how Singapore, a country with historically low life expectancy, reverse engineered aging in their country and **transformed** it into a Blue Zone with one of the highest life expectancies by adopting the same cultural practices and traditions of the original Blue Zones. Lastly, you'll explore the traditions and cultural practices in your own community and identify small transformations that can eventually turn your city into a Blue Zone.

## Course Materials

### Required

The following book by Dan Buettner is required for this course. It can be purchased from most major in-person and online bookstores, including Amazon. This book will be used for out-of-class reading activities and is necessary for the successful completion of this class.

Buettner, D. (2012). *The Blue Zones: 9 Lessons for Living Longer from the People Who've Lived the Longest* (2<sup>nd</sup> ed.). Disney Publishing Group. ISBN 13- 9781426209482.

**Optional:** Access to an active Netflix subscription to watch a multi-part documentary about the Blue Zones.

Live to 100: Secrets of the Blue Zones, episodes 1-4

### Supplemental / Optional

Original research studies published in peer-reviewed journals. These supplementary readings are required for this course and will be posted to Carmen in the respective module. A complete list of all readings is provided in the course schedule and at the end of the syllabus.

## Course Requirements/Evaluation

### Grades

Assignment / Category	Points
Class Participation	75 points
Digitally Immersive World Tours (7 assignments x 15 points each)	105 points
Personal Reflections (6 assignments x 15 points each)	90 points
Mini Research Projects (4 assignments x 25 points each)	100 points
Group Project & Lifestyle and Longevity Expo (130 points total)	130 points
<b>TOTAL</b>	<b>500 points</b>

See below for assignment descriptions and due dates.

## Late Assignments

Please refer to the course schedule at the end of the syllabus and Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. **Assignments submitted past the deadline will not be accepted unless there are extraordinary circumstances.** Email the instructor as soon as possible if you are unable to complete an assignment by the due date.

## Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

## Assignment Descriptions

Grading Rubrics for all assignments can be found on Carmen.

### Class Participation – 75 points (LO 1.1, 2.1, 3.1, 3.3, 3.4, 4.1, 4.2)

Most weeks, students will complete various questions including multiple choice, fill-in-the-blank, and open response to gauge understanding and promote class discussion of concepts. Points will be awarded based on participation in-person over the course of the semester (5 points per week).

### Digitally Immersive World Tours – 105 points (LO 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1)

Using ThingLink, a digital exploration tool provided through the College of Education and Human Ecology, students will engage in an interactive exploration of cultural practices from regions associated with the Blue Zones. This activity introduces key ideas and technological innovations such as drystone terracing in Sardinia, thermal baths in Ikaria, tofu fermentation in Okinawa, urban design strategies in Singapore, and religious observance in Loma Linda. Students will also investigate cultural continuity contributing to the establishment of Blue Zone communities. Students will complete multiple choice and short-answer questions that assess their ability to analyze the role of cultural continuity, technological advancements, and foundational ideas in shaping each Blue Zone.

#### Global Food Tour

Students will go on a digital world tour exploring life expectancy and health span. On this tour, students will discover various technologies that influence food practices in specific cultures and the scientific advancements that improve our understanding of how nutrition is related to life and health span. They will complete both multiple choice and open-ended questions to assess their understanding of how certain aspects of culture (i.e. technology, ecology, and religious beliefs) influence food culture and health.

#### Okinawan Micro-Study

Students will be digitally immersed in Okinawan culture. They will then analyze how cultural continuity and traditions have intersected to establish Okinawa as a Blue Zone, with a focus on how the invention of tofu production and soy fermentation in Okinawa shaped the community.

They will complete both multiple choice and open ended questions to assess their understanding.

#### **Sardinian Micro-Study**

Students will be digitally immersed in Sardinian culture. They will then analyze how cultural continuity and traditions have intersected to establish Sardinia as a Blue Zone, with a focus on how dry-stone walling is a UNESCO-recognized cultural technology that shaped movement and dietary patterns in the region.

#### **Loma-Linda Micro-Study**

Students will be digitally immersed in Loma Linda culture. They will then analyze how cultural continuity and traditions have intersected to establish Loma Linda as a Blue Zone, with a focus on how big ideas like the Adventist Health Message shape a sub-culture.

#### **Ikarian Micro-Study**

Students will be digitally immersed in Ikarian culture. They will then analyze how cultural continuity and traditions have intersected to establish Ikaria as a Blue Zone, with a focus on how cultural continuity of hydrotherapy shapes contemporary stress-management strategies.

#### **Nicoya Micro-Study**

Students will be digitally immersed in Nicoyan culture. They will then analyze how cultural continuity and traditions have intersected to establish Nicoya as a Blue Zone, with a focus on how natural resources and water infrastructure shape settlement and cultural identity.

#### **Singapore Micro-Study**

Students will be digitally immersed in Singapore culture. They will then analyze how cultural continuity and traditions have intersected to establish Singapore as a Blue Zone, with a focus on how urban planning and engineering shape cultural identity and well-being.

### **Personal Reflections – 90 points (LO 1.1, 2.1, 2.2, 3.4)**

Throughout the semester, students will complete a series of structured personal reflections aligned with each of the Power 9 concepts. These reflections invite students to examine how each principle currently appears in their daily life, assess areas of strength and opportunity, and explore practical ways to integrate Blue Zone practices into their own wellbeing. Using guided prompts, students will analyze behaviors, environments, and routines that support or hinder longevity-related habits, and develop individualized strategies for meaningful lifestyle change.

#### **Personal Reflection: Aging**

Students will reflect on their personal beliefs about aging and analyze how aging is perceived within their home, community, or cultural environment. Using guided prompts and required course readings, students will examine the messages, norms, and values they have internalized about growing older, as well as how these perceptions influence expectations for longevity, health, and quality of life. This short reflection encourages students to consider how cultural narratives shape attitudes toward aging and to begin reframing aging as a meaningful and privileged stage of life.

#### **Personal Reflection: Nutrition**

Students will choose one nutrition-related Power 9 principle to intentionally adopt for a single day (e.g., slow eating, stopping at 80% full, eating without screens, or using smaller dishes) and

then write a brief reflection on their experience. The reflection will compare this practice to their usual eating habits and analyze how technology, routines, or broader “big ideas” influence their current patterns. Students will also integrate required course readings to connect research findings with their personal lived experience.

#### **Personal Reflection: Movement**

Students will evaluate how their local community supports or limits natural movement by assessing environmental features such as walkability, transportation options, and access to public spaces. They will compare historical and contemporary movement patterns in recognized Blue Zones with those in their own community to identify key differences and influences. Finally, students will reflect on their personal daily movement habits and write a short analysis that integrates required course readings to connect research insights with their lived experience.

#### **Personal Reflection: Social Constellation Map**

Students will reflect on their own social relationships by creating a visual constellation map that illustrates the strength and frequency of their social connections. They will identify two connections maintained through traditional practices (e.g., shared meals, holidays) and two supported by modern practices (e.g., social media, texting). Based on this analysis, students will design one small, realistic action to strengthen their social connectedness in the upcoming week and then reflect on how this intentional change influenced their wellbeing.

#### **Personal Reflection: A Comparative Analysis of Stress**

Students will analyze how one selected culture defines stress and purpose, drawing on required course readings to understand the cultural practices, beliefs, and traditions that shape these concepts. They will then compare these insights to their own experiences, reflecting on how their community, environment, and daily routines influence their sense of purpose and stress management. Based on this comparison, students will create a visual field guide (such as an infographic) illustrating how stress and purpose are integrated within the chosen culture and identifying elements they may wish to incorporate into their own life. This assignment emphasizes personal reflection, cultural awareness, and application of course concepts to lived experience.

#### **Personal Reflection: Lifestyle and Longevity Integration**

Students will integrate key ideas from all longevity cultures studied so far and evaluate how these practices could be thoughtfully adapted to their own lives and modern environments. They will analyze how these practices align with similar practices (continuity) or how they need to transform this practice to fit their life.

### **Mini-Research Projects – 100 points (LO 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2)**

Throughout the semester, students will engage in critical thinking and academic inquiry as they learn about big ideas and cultural transformations in the Blue Zone regions.

#### **Big Ideas & Cultural Continuity Interactive Timeline**

Students will create an interactive timeline illustrating how a selected Blue Zone emerged through key cultural continuities and transformations. They will answer analysis questions explaining how the Blue Zone subculture diverged from the dominant culture and which factors contributed to its development. Students will also complete brief reflection questions evaluating their research process and insights gained.

### Heritage & Faith: Two Cultural Pathways to Longevity

Students will choose one tradition from Sardinia and one from Loma Linda and complete a mini research project (describe how each tradition emerged, how it relates to longevity and well-being, and analyze modern forces that challenge each culture). They will then share their mini-research project in a discussion post with their classmates.

### Engineered vs. Heritage Blue Zones

Students will research how heritage and engineered Blue Zones are formed and then create a Venn diagram of the various Blue Zones to compare aspects of a heritage-based versus engineered Blue Zones. Then they will write a short reflection and analysis of their findings.

### Wellness Model Failure Analysis

Students will select a wellness model and analyze a context in which it would not work for all community members. They will then propose adaptations to the model to be more equitable to other races, genders, and religious groups.

## Group Project & Lifestyle and Longevity Expo – 130 points (LO 1.1, 1.2, 2.1, 3.1)

In collaboration with a group of 4–5 peers, students will select one Blue Zones Power 9 concept and design a realistic, evidence-informed proposal for implementing it within a specific Columbus community. The project is divided into several sequential steps that guide students through community assessment, research synthesis, proposal development, integration of feedback, and final presentation. Groups will present the completed Power 9 Proposal at a public expo where stakeholders in the community are invited to attend.

### Step 1: Power 9 Selection & Community Context Analysis

In this step, students choose one Blue Zones Power 9 principle and analyze how it could be applied within a specific Columbus community. They will explore demographic characteristics, local assets, needs, and barriers that shape health behaviors in that area. Students will also identify key stakeholders that would be involved in the adoption of this Power 9 concept, such as community organizations, city departments, schools, faith groups, or businesses. By the end, groups will understand both their chosen Power 9 concept and the real-world context in which they hope to apply it.

### Step 2: Annotated Evidence of Power 9 Concept

Students gather and summarize research that explains why their selected Power 9 principle promotes well-being and longevity, including its mechanisms, health impacts, and examples of successful implementation. Each source is annotated to demonstrate credibility, relevance, and how it informs the group's thinking. This evidence base will guide the design of their intervention and ensure their proposal is grounded in established science rather than assumptions.

### Step 3: Intervention Proposal & Feedback

Building on their contextual analysis and research, students create a draft intervention proposal that outlines a feasible, culturally appropriate, and evidence-informed strategy for applying their Power 9 principle in the chosen Columbus community. The draft must include considerations for equity, long-term sustainability, and potential challenges, as well as how they will visually present their proposal (e.g. poster board, advertisement flyers, websites, videos). Groups then participate in a structured feedback session to strengthen their proposal through peer and instructor insights.

#### Step 4: Integration of Feedback

Students revise and refine their intervention proposal based on the feedback they received, strengthening clarity, feasibility, community alignment, and design. This step encourages reflection, iteration, and professionalism, ensuring the final product responds thoughtfully to critiques and aligns more closely with stakeholder needs and local realities.

#### Step 5: Lifestyle and Longevity Expo

Students deliver a polished, well-organized presentation that showcases their final intervention proposal, visual materials, and evidence supporting their design. Presentations should effectively communicate the problem, the proposed solution, how it aligns with the Power 9 principle, and its potential impact on the chosen Columbus community. This culminating experience simulates a real-world pitch to community partners or decision-makers.

#### Step 6: Project Review & Reflection

After viewing classmates' projects, students reflect on what they learned from both their own project and the proposals developed by classmates. They will evaluate strengths, innovations, and community impact of the proposals overall.

## Course Policies

### Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keep conversations focused, increases trust, and creates a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm or humor, a remark meant to be humorous could come across as offensive or hurtful especially in written form.
- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- **Citing your sources:** When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.

- **Grading and feedback:** You can expect a grade and feedback within **7 days**.
- **E-mail:** I will reply to emails within 24 hours on M-F; allow 72 hours for emails sent after 5 PM on Friday.
- **Discussion board:** I will check and reply to messages in the discussion board once every 24 hours on M-F.

## Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [AMA style](#) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

### Technology necessary for this course:

This course will be conducted online. All materials will be provided via **Carmen** and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your [name.#@buckeyemail.osu.edu](mailto:name.#@buckeyemail.osu.edu) account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please check your [notification preferences](#) (go.osu.edu/canvas-notifications) to be sure you receive these messages. Please contact the Help Desk for more information.

Additionally, you will be responsible for using **Carmen Zoom** to record and upload video presentations, as well as responses to discussion post prompts. Slide presentations are also required for several assignments. You may use Google Slides, Canva, Microsoft PowerPoint, or another presentation software of your choice.

**Internet Requirements:** Minimum WiFi speed of 3 MB/s is required for using Carmen Canvas to submit assignments, while a minimum 7 MB/s is recommended for Zoom classes, streaming lectures, etc. Students can connect devices to campus wireless internet by navigating to [wireless.osu.edu](http://wireless.osu.edu).

## Student Resources

### Technology:

[EHE Tech Help](#)  
[TopHat](#)

[OSU Tech Support](#)  
[Netflix](#)

### Academics:

[Dennis Learning Center](#)  
[OSU Advising](#)

[OSU Library](#)  
[OSU Office of Undergraduate Education](#)

[EHE Advising](#)  
[EHE Homepage](#)

[EHE Office of Research](#)  
[EHE Office of Undergraduate Education](#)

### Student Life:

[OSU Student Health Services](#)  
[OSU Student Life](#)  
[OSU Student Financial Aid](#)  
[OSU Career Counseling and Support Services](#)  
[OSU Student Advocacy Center](#)

[EHE Career Development](#)  
[EHE Office of Engagement, Discovery, & Global Education](#)

## Course Schedule

WEEK	DATE (S)	TOPIC(S)	LEARNING OUTCOMES	READING(S) & ACTIVITIES	ASSESSMENTS
1	Aug. 25-30	<p><b>Global Conceptualization of Health</b>            How health is defined and practiced in cultures around the world</p> <p><b>Life Expectancy &amp; Health Span</b>            How long people live and how long they stay in good health</p> <p><b>Risk &amp; Protective Factors</b>            Why lifespan and health span vary around the world</p> <p><b>Aging as a Privilege</b>            How to reframe ideas around aging</p>	1.1, 2.1, 2.2	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Castruita, Pina-Escudero, Renteria, &amp; Yokoyama, 2022</li> <li>• Jakovljevic, Westerman, Sharma, &amp; Demetris Lamnisos, 2020</li> <li>• Palmore, 1979</li> <li>• Woolf, 2023</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Guest Lecture by Enid Borden, Founder &amp; CEO of the National Foundation to End Senior Hunger</li> </ul>	<p><b>Personal Reflection:</b> Aging (Due 8/30)</p>

		<p><b>Appreciative Inquiry</b> Application of a strengths-based approach to cultural analysis</p>		(NFESH): <i>A Privilege to Age</i>	
2	Aug. 31- Sep. 6	<p><b>The Big Ideas and Technological Advancements in Societies</b> How big ideas and technological advancements shape societal well-being (e.g. agricultural engineering, industrialization, food systems, public health message)</p> <p><b>Cultural Continuity vs Transformation</b> How lifestyle drift gradually changes movement, diet, and overall well-being</p> <p><b>History and Overview of Blue Zones</b> How both cultural transformations and continuity shape well-being in specific cultures</p> <p><b>Criticisms of Blue Zones</b> How health and longevity research is conducted; how findings can/cannot be applied to other communities; romanticization and oversimplification of cultural identities</p>	2.1, 3.1, 3.3, 3.4	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 1</li> <li>• Coghlan, Preskill, &amp; Tzavaras Catsambas, 2003</li> <li>• <i>Science Article</i> by Amigo, 2024</li> <li>• <i>The New York Times Article</i> by Smith, 2024</li> </ul>	<p><b>Mini-Research Project:</b> Big Ideas &amp; Cultural Continuity Interactive Timeline (Due 9/6)</p>
3	Sep. 7-13	<p><b>Food &amp; Nutrition in Societies</b> How food and nutrition is originally determined by ecology; how food impacts cultural identity; how big ideas and technologies impact cultural food identities</p>	1.1, 2.1, 2.2, 3.1, 3.3, 4.2	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ekmekcioglu, 2020</li> <li>• Roberson, Malm, Naber, Dodd, Dada, Thurmond, &amp; Reid, 2023</li> <li>• Shibata, Nagai, Haga,</li> </ul>	<p><b>Digitally Immersive World Tours:</b> Global Food Tour (Due 9/13)</p> <p><b>Personal Reflection:</b> Nutrition (Due 9/13)</p>

		<p><b>Transformation of Nutrition Practices in Blue Zones</b></p> <p>How technological, ideas, and societal shifts impacted food practices in Blue Zones (e.g. agriculture, social structure, invention of fermentation)</p> <p><b>Food Practices in Blue Zones</b></p> <p>How food is viewed in Blue Zones (e.g. hara Hachi bu, plant slant, wine at 5, environment)</p> <p><b>Critical Approach to Understanding Nutrition</b></p> <p>How nutrition science is evaluating health and nutrition in Blue Zones and other cultures; how personalized nutrition impacts our understanding of cultural nutrition; how nationalism, religion, and ideology shape food culture; how environments shape accessibility and well-being</p>		<p>Yasumura, Suzuki, &amp; Suyama, 1992</p> <ul style="list-style-type: none"> <li>• You, Henneberg, Saniotis, Ge, &amp; Henneberg, 2022</li> </ul>	
4	Sep. 14-20	<p><b>Traditional vs. Contemporary Movement Patterns</b></p> <p>How movement is acquired through both natural and structured means; how traditional societies obtain natural movement; how technological advancements shifted societal movement towards more structure</p> <p><b>Exploration of Movement in Blue Zones</b></p> <p>How movement is acquired in each specific blue; how specific technological advancements and ideas shape movement in each blue zone (e.g. dry-stone terracing in Sardinia,</p>	1.1, 2.1, 2.2, 3.1, 3.2, 3.4	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chung, Park, Kim, Park, Hwang, Lee, Han, So, Park, &amp; Lim, 2018</li> <li>• Gremeaux, Gayda, Lepers, Sosner, Juneau, &amp; Nigam, 2012</li> <li>• Herbert, House, Dietzman, Climstein, Furness &amp; Kemp-Smith, 2022</li> <li>• Stessman, Hammerman-Rozenberg, Cohen, Ein-Mor, &amp; Jacobs, 2009</li> <li>• Stone, 2023 (NPR Article)</li> </ul>	<p><b>Personal Reflection:</b> Natural and Planned Movement (Due 9/20)</p>

		<p>gardening in Okinawa, Pickle Ball in Loma-Linda, agriculture in Nicoya, urban planning in Singapore, etc); how movement in Blue Zones differs in genders; how the environment acts as a quiet architect of movement through cultural practices</p> <p><b><u>The Evolution of Movement through Technological Advancements</u></b> How technology (mechanics and digital environment) transformed movement patterns in communities</p> <p><b><u>Combatting Sedentary Lifestyles</u></b> How urban planning and intentional transformations can combat sedentary lifestyles</p> <p><b><u>Critical Inquiry of Physical Activity</u></b> Comparison of NEAT activity and structured exercise as it relates to well-being</p>		<ul style="list-style-type: none"> <li>• Von Loeffelholz &amp; Birkenfeld, 2022</li> </ul>	
5	Sep. 21-27	<p><b><u>Social Connection as a Cultural Tradition</u></b> How each Blue Zone encourages social connectedness (e.g. intergenerational households, <i>Moai</i>, communal meals, tight knit communities, community caregiving, ritualized connection); how shared purpose influences connectedness</p> <p><b><u>Digital Age and the Transformation of Social Bonds</u></b> How people connected prior to the digital age; how technological advancements</p>	2.1, 2.2, 3.1, 3.2, 3.3, 3.4	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Clark, Algoe, &amp; Green, 2018</li> <li>• Dominguez, Veronese, &amp; Barbagallo, 2024</li> <li>• Friedman, Franks, Teas, &amp; Thomas, 2024</li> <li>• Malm, Roberson, Dada, Naber, Dodd, Thurmond, Reid, &amp; Heinrich, 2024</li> <li>• Przybylski &amp; Weinstein, 2012</li> <li>• Tweng, 2013</li> <li>• Walther, 1996</li> <li>• Yang, Boen, Gerken, Li,</li> </ul>	<p><b>Personal Reflection:</b> Social Constellation Map (Due 9/27)</p>

		<p>transformed social connection in societies; how ambient socialization differs from meaningful social bonds</p> <p><b><u>Blue Zone Approaches to Modern Challenges in Social Connectedness</u></b> How modern challenges impact social connectedness in societies; how Blue Zone concepts transform social connectedness in societies; how social architecture in modern environments can enhance social connectedness</p> <p><b><u>Critical Inquiry of Social Connectedness</u></b> How the benefit of social connectedness varies in societies; how inconvenience is viewed as the price for social connections; how independence and interdependence impact mental health and well-being</p>		<p>Schorpp, &amp; Harris, 2016</p>	
6	Sep. 28-Oct. 4	<p><b><u>Purpose in Cultures</u></b> How Blue Zones define purpose (e.g. Plan de vida, Ikigai, faith-based callings, community-based identity); how individual identity compares to communal purpose</p> <p><b><u>Connection Between Stress and Purpose</u></b> How having a strong purpose is related to perceived stress; how cultures establish stress resilient pathways</p> <p><b><u>Technological &amp; Economic Transformations in Purpose and Stress Management</u></b></p>	2.1, 2.2, 3.1, 3.3, 3.4, 4.1	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Firdaus: The positive effects of stress</a></li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Crum &amp; Crum, 2015 (<i>Harvard Business Review</i>)</li> <li>• Dhabhar, 2014</li> <li>• Dyer, 2023</li> <li>• Kato, Zweig, Schechter, Barzilai &amp; Atzmon, 2016</li> <li>• Levy, Slade, Kunkel, &amp; Kasl, 2002</li> <li>• Vitetta, Anton, Cortizo, &amp; Sali, 2005</li> </ul>	<p><b>Personal Reflection:</b> A Comparative Analysis of Stress (Due 10/4)</p>

		<p>How societal shifts transformed individual and communal purpose (e.g. industrialization, decline in communal institutions); how technological advancements transformed purpose and stress (e.g. social media comparisons, productivity culture, digital distractions)</p> <p><b><u>Cultural Continuities and Transformations that Impact Purpose and Stress Management</u></b></p> <p>How technological advancements impact stress management (e.g. thermal baths of Ikaria); how cultural continuities impact purpose and stress management (e.g. intergenerational living)</p> <p><b><u>Critical Inquiry of Stress</u></b></p> <p>How stress can be advantageous in certain situations (e.g. provides purpose)</p>			
7	Oct. 5-11	<p><b><u>Power 9 Concepts in Okinawa and Cultural Identity</u></b></p> <p>How the Power 9 concepts of Blue Zones are embedded in Okinawan culture (e.g., purpose, stress, nutrition, movement, social connectedness)</p> <p><b><u>Technological Advancements and Cultural Traditions that Establish Okinawa as a Blue Zone</u></b></p> <p>How geography and history created Okinawa as a cultural sub-group; how tofu production and soy fermentation impacted cultural identity and well-being; how gardening began out of necessity and continued out of</p>	2.1, 3.1, 3.4, 4.1	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 3</li> <li>• Sho, 2001</li> </ul> <p><b>Optional: Watch Netflix Documentary:</b></p> <ul style="list-style-type: none"> <li>• Netflix Live to 100 Secrets of the Blue Zones Episode 1: The Journey Begins</li> </ul>	<p><b>Micro-Study:</b> Okinawan (Due 10/11)</p> <p><b>Group Project Step 1:</b> Power 9 Connection &amp; Community Context Analysis (Due 10/11)</p>

		<p>cultural identity; how <i>ikigai</i> was developed as a cultural ideology; how <i>Moais</i> were established as cultural support groups</p> <p><b><u>How Modern Technological Advancements and Big Ideas Impact Okinawa</u></b></p> <p>How modernization is impacting the deep-rooted traditions in Okinawan culture (e.g., westernization, urbanization, geopolitical changes, erosion of traditions, emergence of disease)</p>			
8	Oct. 12-18	<p><b><u>Power 9 Concepts in Sardinia and Cultural Identity</u></b></p> <p>How the Power 9 concepts of Blue Zones are embedded in Sardinian culture (e.g., purpose, stress, nutrition, movement, social connectedness)</p> <p><b><u>Heritage Based Traditions</u></b></p> <p>How geography established continuity in specific Sardinian traditions (e.g., movement, nutrition, village solidarity, shared problem-solving)</p> <p><b><u>Ideas and Innovations that Shaped Sardinian Culture</u></b></p> <p>How dry-stone terracing impacted cultural food identity, and movement patterns</p> <p><b><u>How Technological Advancements and Big Ideas Impact Sardinian Culture</u></b></p> <p>How westernization, mechanics, and economics impact Sardinian culture and well-</p>	<p>1.1, 2.1, 3.1, 3.4, 4.1</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 2</li> <li>• Vona, 1997</li> <li>• Pes et al., 2021</li> <li>• Nieddu et al., 2020</li> </ul> <p><b>Optional: Watch Netflix Documentary:</b> Netflix Live to 100 Secrets of the Blue Zones Episode 2: An Unexpected Discovery</p>	<p><b>Micro-Study:</b> Sardinia (Due 10/18)</p> <p><b>Group Project Step 2:</b> Annotated Evidence of Power 9 Concept (Due 10/18)</p>

		being; how social shifts in intergenerational living impact well-being			
<b>9</b>	Oct. 19-25	<p><b><u>Beliefs and Ideologies that Shape Cultures</u></b> How big ideas emerge out of necessity and desire to change; how beliefs and ideologies create sub-cultures and shape identity and well-being</p> <p><b><u>Chosen and Inherited Communities</u></b> Comparison of inherited communities that make up other Blue Zones versus a chosen community found in Loma Linda; how social identity theory creates and influences sub-cultures</p> <p><b><u>Big Ideas that Established Loma Linda as a Blue Zone</u></b> How faith-based traditions established a sub-culture in Loma Linda; how the Adventist Health Message and cultural traditions impact well-being</p> <p><b><u>Power 9 Concepts in Loma Linda</u></b> How the Power 9 concepts of Blue Zones are embedded in Loma Linda culture (e.g., purpose, stress, nutrition, movement, social connectedness)</p>	2.1, 2.2, 3.1, 3.3, 3.4, 4.1	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 4</li> </ul> <p><b>Optional: Watch Netflix Documentary:</b></p> <ul style="list-style-type: none"> <li>• Netflix Live to 100 Secrets of the Blue Zones Episode 3: The End of Blue Zones?</li> </ul>	<p><b>Micro-Study:</b> Loma Linda (Due 10/25)</p> <p><b>Mini-Research Project:</b> Heritage &amp; Faith: Two Cultural Pathways to Longevity (Due 10/25)</p>
<b>10</b>	Oct. 26-Nov. 1	<p><b><u>Geography &amp; Culture</u></b> How geography shapes culture (e.g., terrain, isolation, climate, and agriculture, village structure, geographical determinism in health)</p> <p><b><u>Ancestral Continuity in Cultures</u></b> How ancestral relationships shape cultural identity and well-being (e.g., intergenerational living,</p>	2.1, 2.2, 3.1, 3.4	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 6</li> <li>• Legrand et al., 2021</li> </ul> <p><b>Optional: Watch Netflix Documentary:</b> Netflix Live to 100 Secrets of the Blue Zones Episode 3: The End of Blue Zones?</p>	<p><b>Micro-Study:</b> Ikaria (Due 11/1)</p>

		<p>social connectedness, ritualized traditions, communal meals)</p> <p><b><u>Power 9 Concepts in Ikaria</u></b> How the Power 9 concepts of Blue Zones are embedded in Ikarian culture (e.g., purpose, stress, nutrition, movement, social connectedness)</p> <p><b><u>Big Ideas and Technologies that Impact Ikarian Culture</u></b> How thermal baths influence culture and well-being; how downshifting influences culture and well-being; how westernization and modernization impact Ikarian culture and well-being</p>		
11	Nov. 2-8	<p><b><u>Cultural Continuities from Indigenous Traditions</u></b> How indigenous traditions created a sub-culture in Nicoya (e.g., agricultural practices, communal cooking, intergenerational maker)</p> <p><b><u>Big Ideas and Technologies that Shape Nicoya</u></b> How natural resources and settlement impacted cultural identity and well-being; westernization and migration to Nicoya; environmental determinism and social structure</p> <p><b><u>Power 9 Concepts in Nicoya</u></b> How the Power 9 concepts of Blue Zones are embedded in Nicoyan culture (e.g., purpose, stress, nutrition,</p>	2.1, 3.1, 3.4, 4.1	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 5</li> </ul> <p><b>Micro-Study:</b> Nicoya (Due 11/8)</p> <p><b>Group Project Step 3:</b> Intervention Proposal and Feedback (Due 11/8)</p>

		movement, social connectedness)			
12	Nov. 9-15	<p><b><u>Engineering Blue Zones</u></b> How technological advancements and big ideas in urban planning influence cultural identity and well-being; how city planning can design default behaviors</p> <p><b><u>Big Ideas and Technologies that Shape Singapore</u></b> How Singapore's historical health challenges inspired big ideas; how big ideas inspire policy design and urban planning</p> <p><b><u>Power 9 Concepts in Singapore</u></b> How the Power 9 concepts of Blue Zones are embedded in Singapore culture (e.g., purpose, stress, nutrition, movement, social connectedness)</p> <p><b><u>Big Ideas and Technologies in Other Communities</u></b> How the big ideas and technologies in Singapore can be applied to other communities, with an analysis of potential disparities in certain genders, races, religions, etc.</p>	2.1, 2.2, 3.1, 3.2, 3.4, 4.1	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Amalaraj et al., 2025</li> <li>• Mouratidis 2021</li> <li>• Galloway, 2025</li> </ul> <p><b>Optional: Watch Netflix Documentary:</b> Netflix Live to 100 Secrets of the Blue Zones Episode 4: The Future of Longevity</p>	<p><b>Micro-Study:</b> Singapore (Due 11/15)</p> <p><b>Mini-Research Project:</b> Engineered vs Heritage Blue Zones (Due 11/15)</p> <p><b>Group Project Step 4:</b> Integration of Feedback (Due 11/15)</p>
13	Nov. 16-22	<p><b><u>Beyond Blue Zones: How Other Cultures Practice Power 9 Principles</u></b> How other cultures practice Power 9 Principles and its impact on cultural identity and well-being</p> <p><b><u>Big Ideas and Technological Advancements Impacts on Amish and</u></b></p>	2.1, 2.2, 3.1, 3.3, 3.4, 4.1	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Naber, Dodd, Thurmond, Roberson, Dada, Malm, &amp; Matson, 2022</li> <li>• Akerman, Deeg, Boman, Niklasson, Gustafson, &amp; Nyqvist, 2025</li> </ul>	<p><b>Personal Reflection:</b> Lifestyle and Longevity Integration (Due 11/22)</p>

		<p><b><u>Ashkenazi Jewish Population</u></b> How continuity of traditions in Amish and Ashkenazi cultures impact cultural identity and well-being; how technological advancements, westernization, and urbanization impact Amish and Ashkenazi Jewish populations</p> <p><b><u>Big Ideas and Technological Advancements Impacts on Nordic Countries</u></b> How public policy shapes Nordic culture; how big ideas like equity, elderly care, universal healthcare, and urban design shape Nordic culture and well-being</p>		<ul style="list-style-type: none"> <li>• Rajpathak, Liu, Ben-David, Reddy, Atzman, Crandall, &amp; Barzilai, 2011</li> <li>• Troyer, 2025</li> </ul>	
14	Nov. 23- Nov. 29	<p><b><u>Alternative Models of Wellness</u></b> How ideological, technological, and environmental innovations foster change or promote continuity in cultures; how these models of wellness are observed in other cultures</p> <p><b><u>Transformation in American Traditions</u></b> How American culture has shifted overtime due to technological advancements and big ideas (e.g., industrialization, family structures, food culture, geopolitical influences, and urban design)</p> <p><b><u>Appreciative Inquiry of Blue Zone Cultures and American Cultures</u></b> How culture in America differs from Blue Zone cultures and how certain cultural practices impact well-being</p>	2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.2	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Castruita, Pina-Escudero, Renteria, &amp; Yokoyama, 2022</li> <li>• Li et al., 2025</li> <li>• Melnyk, &amp; Neale, 2018</li> <li>• Stoewen, 2017</li> <li>• Buettner, 2012, Chapter 7</li> <li>• Ho, 2022</li> <li>• Kim, 2012</li> <li>• Marston, Niles-Yokum, Silva, 2021</li> <li>• Viola, 2024</li> </ul>	<p><b>Mini-Research Project:</b> Wellness Model Failure Analysis (Due 11/29)</p>

		<b>Emerging Traditions in the US</b> How new traditions are emerging and how the US can overcome barriers to health and well-being as cultural identities shift			
<b>15</b>	Nov. 30-Dec. 6	Group Project Workshop	1.1, 1.2, 1.3, 2.2, 3.1		<b>Group Project:</b> Final Project (Due 12/6)
<b>16</b>	Dec. 7-11	Group Project Presentations	1.1, 1.2, 1.3, 2.2, 3.1	<b>Finalize and submit Project Poster, Presentation, and Peer Review Rubric</b>	<b>Group Project:</b> Lifestyle and Longevity Expo (Due 12/9)  <b>Group Project:</b> Project Review and Reflection (Due 12/11)

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

## Institutional Policies

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

### Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

#### **Approved AI Tools at OSU:**

OSU has vetted a few AI tools that are approved for use by students. The main tools are Microsoft Copilot with data protection (chatbot) and Adobe Express (image generator). There are also a few integrated AI tools within CarmenZoom and CarmenCanvas.

1. **Microsoft Copilot with data protection.** You must use the data protection version ([OSU Microsoft Copilot login](#)), as it does not collect data to inform the AI model – meaning you can use it for OSU work without concern of violating university data protection. This is a chatbot, powered by ChatGPT and is similarly multiuse (**AI chatbot, image generation, document summarization, etc.**).
2. **Adobe Express.** ([OSU Adobe Express login](#)). This tool suite includes an AI image generator (like Adobe's Firefly tool). This tool could be used to **create visual images or graphics**, visual templates, and animated characters.
3. **CarmenZoom.** OSU's approved academic virtual conferencing tool ([OSU CarmenZoom login](#)). Now can **generate meeting summaries, action items, metrics for improving presentations, and video chapter bookmarks or overviews**. The tool, *Zoom AI Companion*, can be turned on in a user's personal settings and can then only be accessed and turned on by the meeting host for participants to benefit.
4. **CarmenCanvas.** OSU's approved learning management system ([OSU CarmenCanvas login](#)). Has an **Immersive Reader** function that can access information on a page for readability, provide a Read Aloud function, translate text into several languages, etc.

## Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

## Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and [EHE-Accessibility@osu.edu](mailto:EHE-Accessibility@osu.edu). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty

## Grievances

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the

course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured, or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**.

Policy: **Religious Holidays, Holy Days and Observances**

## Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the [Weather or Other Short-Term Closings website](#) to learn more about preparing for potential closings and planning ahead for winter weather.

### Reading List:

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# GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures & Transformations)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

The course, Lifestyle and Longevity, explores the traditions and cultures of established Blue Zones around the world. These regions have deep rooted traditions that lend to healthy lives and longevity. Other communities around the world and in the United States have adopted some of the principles of the long established Blue Zones and transformed their own communities to improve the health and well-being of their community.

Research indicates there are 9 concepts that explain the improvements in health and longevity of inhabitants in these Blue Zones. The 9 concepts include aspects of culture, religion, public policy, social connections, and lifestyle. Students will learn about these 9 concepts (referred to as the Power 9) and analyze how they're embedded in the cultural practices of regions around the world. They will also identify ways cultures can be transformed through big ideas and technological advancements. Students will design a project for implementing one of these cultural practices found in the Power 9 framework into their local community.

This course allows students to explore those traditions, cultures, and transformations in communities and develop a proposal for transforming their own community for optimal health. The students will learn about these concepts through readings, videos, and lectures. Their understanding of these concepts will be assessed through reflection assignments, digitally immersive quizzes, mini research projects, and a capstone project where they propose a plan to implement a Power 9 concept in Columbus, Ohio.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.	<p>During lectures and learning activities, students will be encouraged to think critically and logically about how traditions and cultures have influenced health and longevity in Blue Zones. They will also discover how certain Blue Zones have been transformed through public policy and cultural shifts. Some of these transformations have improved the well-being of community members, while others have added additional challenges to obtaining a healthy lifestyle.</p> <p>Students will demonstrate their critical and logical thought about this theme of cultures, traditions, and transformations through digitally immersive quizzes and reflection assignments. For specifics on these topics, please see the Global Food Tour in week 1 and the Personal Reflection: Natural and Planned movement in week 4.</p> <p>Students will also think critically about the Power 9 concepts of the various Blue Zones and propose a logical plan for transforming their own community to improve the health and well-being of their community members. This project will give students the opportunity to synthesize what they've learned about cultures, traditions, and transformations that have influenced the establishment of Blue Zones and propose a transformation in their own community based on transformations they've observed in other regions around the world and US. For specifics on these assignments, please see Steps 1-6 of the Group Project.</p>
<b>ELO 1.2</b> Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	<p>Each week, students will be assigned to read several research articles that demonstrate the scholarly evidence behind cultural continuities and transformations and how they impact health and well-being. For example, one of the Power 9 concepts states the importance of light, regular movement as a form of exercise. That week, students will read scholarly articles about how movement patterns were established in societies (e.g. daily movement in the shepherding community of Sardinia, gardening in Okinawa, urban planning in Singapore) and how movement, health, and longevity are related.</p> <p>Scholarly exploration of how cultures, traditions, and transformations impact public health and well-being will be assessed through mini research projects and the group project. For specific details about these assignments, please see the following assignment descriptions in the syllabus:</p> <ul style="list-style-type: none"><li>" Big Ideas and Cultural Continuity Interactive Timeline</li><li>" Heritage &amp; Faith: Two Cultural Pathways to Longevity</li><li>" Engineered vs Heritage Blue Zones</li><li>" Wellness Model Failure Analysis</li><li>" Group Project Step 2: Annotated Evidence of Power 9 Concept</li></ul>

<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>Students will identify, describe, and synthesize traditions, cultures, and transformations that have impacted health and well-being in Blue Zones around the world through their digitally immersive quizzes, reflection assignments, and mini-research projects. Please see the following assignments for a description of how this ELO will be met.</p> <ul style="list-style-type: none"> <li>" Big Ideas &amp; Cultural Continuity Interactive Timeline</li> <li>" Global Food Tour</li> <li>" Personal Reflection: Nutrition</li> <li>" Personal Reflection: Natural and Planned Movement</li> <li>" Social Constellation Map</li> <li>" Stress Through a Cultural Lens: A Comparative MicroAnalysis</li> <li>" Okinawan Micro-Study</li> </ul>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will complete a set of reflection assessments about the Power 9 concepts (i.e. cultural practices associated with health and well-being) as they appear in other cultures and their own. For details regarding how these assignments align with this specific ELO, please see the following assignment descriptions in the ELO alignment map and syllabus</p> <ul style="list-style-type: none"> <li>" Personal Reflection: Nutrition</li> <li>" Personal Reflection: Movement</li> <li>" Personal Reflection: Social Constellation Map</li> <li>" Personal Reflection: A Comparative Analysis of Stress</li> <li>" Personal Reflection: Longevity Lifestyle Integration</li> <li>" Group Project Step 6: Project Review &amp; Reflection</li> </ul>

*Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):*

<p><b>ELO 1.1</b> Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i>  <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i>  <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i>  <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>  <i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i>  <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u>  <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u></p>

	<p><i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><b><u>Discussions</u></b></p> <p><i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><b><i>Activity Example: Civility impacts citizenship behaviors in many ways.</i></b>  <i>Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites:</i>  <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>  <i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i>  <i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i>  <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

## Goals and ELOs unique to Traditions, Cultures & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Students will have various opportunities to describe and discuss the influence of an aspect of culture. Not only will they discuss these during class lectures (assessed through TopHat participation points), they will also discuss them in mini-research projects, reflection assignments, digitally immersive quizzes, and their Group Project. Please see the following assignments for a description of how each aligns with this ELO. " Big Ideas & Cultural Continuity Interactive Timeline " Personal Reflection: Nutrition " Personal Reflection: Movement " Personal Reflection: Social Constellation Map " Personal Reflection: A Comparative Analysis of Stress " Okinawan Micro-Study " Group Project Steps 1-4
<b>ELO 3.2</b> Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	Students will analyze the big ideas and technological advancements that create major and long-lasting changes in a specific culture through some of the reflection assignments, mini research projects, and the digitally immersive quizzes. Please see the descriptions in the syllabus for the assignments below to understand how they align with this ELO. " Personal Reflection: Movement " Personal Reflection: Social Constellation Map " Big Ideas & Cultural Continuity Interactive Timeline
<b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.	Students will examine the interactions between dominant and sub-cultures in some of the mini research projects, digitally immersive quizzes, and personal reflections. Please see the descriptions in the syllabus for the following assignments to see how they align with this ELO. " Big Ideas & Cultural Continuity Interactive Timeline " Global Food Tour " Personal Reflection: Social Constellation Map " Personal Reflection: A Comparative Analysis of Stress
<b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.	Students will explore changes and continuities in cultural traditions through some of the mini-research projects, personal reflections, and digitally immersive quizzes. Please see detailed descriptions in the syllabus for the following assignments to see how they align with this ELO. " Big Ideas & Cultural Continuity Interactive Timeline " Personal Reflection: Movement " Personal Reflection: Social Constellation Map " Personal Reflection: A Comparative Analysis of Stress " Okinawan Micro-Study

<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Students will explain the differences, similarities, and disparities among cultures, societies, and institutions in some of the reflection assignments, mini research projects, and digitally immersive quizzes. Please see the descriptions for the following assignments in the syllabus to see how they align with this ELO.</p> <ul style="list-style-type: none"> <li>" Personal Reflection: A Comparative Analysis of Stress</li> <li>" Okinawan Micro-Study</li> <li>" Sardinian Micro-Study</li> <li>" Loma Linda Micro-Study</li> <li>" Nicoya Micro-Study</li> <li>" Engineered vs Heritage Blue Zones: Comparative Venn Diagram</li> <li>" Personal Reflection: Longevity Lifestyle Integration</li> <li>" Wellness Model Failure Analysis</li> </ul>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.</p>	<p>Students will explain how race, ethnicity, gender, and perceptions of difference impact both individuals and broader society through both a reflection assignment and mini research project. Please see the syllabus for descriptions about how each assignment aligns with this ELO.</p> <ul style="list-style-type: none"> <li>" Personal Reflection: Nutrition</li> <li>" Wellness Model Failure Analysis</li> </ul>

*Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<p><b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship. Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It</i></p>

	<p><i>is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens? Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated</p>

*indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.*

# Service-Learning Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Service-Learning

Course subject & number

HUMN NTR 3500

**Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students are held to high expectations through a scaffolded Group Project in which they develop a fully original, creative proposal for implementing a Power 9 concept in Columbus, grounded in the cultures, traditions, and community transformations explored in class. This project directly aligns with Course Learning Goals 2 and 3 and GE ELOs 1.1, 1.2, 2.1, and 3.1.

In Step 1, students analyze Power 9 cultural practices and evaluate how they could function within a local community by identifying relevant assets, barriers, and stakeholders. Success at this stage requires a deep understanding of how these practices are embedded in long standing traditions or have shaped societal change.

In Step 2, students locate and annotate credible scholarly sources explaining how the selected practice supports well being, meeting GE expectations for advanced, in depth inquiry and critical thinking.

In Steps 3–4, students design an evidence based intervention and refine it through structured peer and instructor feedback. Groups also choose creative formats (e.g., flyers, short videos, websites, or posters) to communicate their proposal, encouraging synthesis, integration of learning, and attention to stakeholder perspectives.

In Steps 5–6, students present their final proposal to classmates and invited campus and community guests, publicly demonstrating their learning and the real world relevance of their work.

## Service-Learning Course Inventory

**Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will spend a significant amount of time working on the Group Project over the course of several weeks. As previously mentioned, the group project is scaffolded, with tasks divided into 6 steps. Starting in week 7, students will work in small groups to conduct in-depth research on how cultural traditions found in the Power 9 concepts can be implemented in their local community. The Course Learning Goals, GE ELOs, and specific steps of the group project are outlined in the previous section.

Each week they will continue researching the cultural practices tied to Power 9 concepts and how they can integrate it into Columbus Ohio. They will provide an annotated bibliography and give a short presentation of their idea to classmates. Students will also have to consider how to present their idea in an engaging way (e.g. flyers, websites, short videos, poster board, etc). This creative presentation will require significant time and effort. This enables students to make progress while managing their time, assuring they will have appropriate time and resources to devote to creative inquiry. Additionally, peer-reviewed literature will be accessed, read, and incorporated into the project design. At the expo, students will present their idea in a public forum, demonstrating the depth of their creative inquiry over the course of the semester.

**Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will interact with peers by developing their group project and presenting it at the Lifestyle & Longevity Expo, where classmates faculty and community members are invited to attend and hear their proposals. This project is broken up into 6 separate steps, each of which is collaborative in nature. By working in a group, students will interact with peers regularly as they refine their ideas together.

Further, students will interact with faculty regularly regarding the progression of their project. This will be done through online interactions and feedback. Additionally, students will have a class period dedicated to in-person interactions as they complete their project.

They will interact with other faculty, students, and community partners at the Lifestyle & Longevity expo where they present their final project. This step of the project directly aligns with Course Learning Goals 1-4 and GE ELOs 1.1, 1.2, 2.1, and 3.1.

## Service-Learning Course Inventory

**Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will receive feedback instructors upon submitting each step. However, step 3 of the project requires students to present their proposals to classmates. Following the presentation, their peers will provide direct feedback regarding their project idea. They will be asked to provide feedback on the feasibility of the project, whether disparities among institutions, organizations, societies, or individuals exist with this proposal, how this project will address a contemporary issue and if they think it will create a long-lasting change. They will also provide feedback regarding the presentation of their idea (e.g. videos, websites, flyers, etc). In step 4, students will address the feedback and explain if/how they are going to integrate the feedback into their final project. This important steps allows students to revise and improve their project based on both instructor and peer feedback.

In step 5, students will present their idea at the Lifestyle & Longevity Expo, an event where students will present their work to classmates and invited faculty and community members. During the expo, attendees will provide direct feedback for each project presented.

In step 6, students will complete a reflection assignment and address the feedback they received at the Lifestyle & Longevity Expo.

This project was designed to have multiple layers of feedback to help students improve their work in a scaffolded approach. This step of the project aligns with Course Learning Goals 1-3.

**Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will complete a series of personal reflections on each of the Power 9 concepts, which are reflections of cultural practices, behaviors, and ideas. In these reflections, students will analyze how these concepts are integrated into their personal lives and the larger community. These reflections will also serve to support the development of their Group Project because students will be able to identify areas for improvement. The following are the reflection assignments and descriptions. These assignments align with Course Goals 1-3 and GE ELOs 1.1, 2.1, 2.2, and 3.4.

- Personal Reflection: Perceptions of Aging
  - Students share their perceptions of aging and analyze how it is perceived in their personal and societal environments.
- Personal Reflection: Nutrition
  - Students choose a Power 9 nutrition concept to adopt for a day and reflect on their experience.
- Personal Reflection: Movement
  - Students will evaluate how their local community impacts natural movement and consider how big ideas and advancements have transformed movement in our society.
- Personal Reflection: Social Constellation Map
  - Students will create a visual constellation map of their social relationships and identify ones that are maintained through traditional practices and ones maintained through modern transformations.
- Personal Reflection: Comparative Analysis of Stress
  - Students will compare stress and purpose in one of the Blue Zones to their own cultural perceptions of stress and purpose.
- Personal Reflection: Lifestyle and Longevity Integration
  - Students will analyze how cultural traditions and how they impact longevity. They will then determine if these cultural practices are already present in their life or if they need to transform this practice to fit in their life.

## Service-Learning Course Inventory

**Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The group project will allow students to discover relevance of learning as they explore their own community and discover ways that cultural traditions in other communities can be implemented in Ohio. The public forum allows students to see the real world impact of their creativity as they discuss their projects with attendees. Through these conversations, students will understand how their project fits into a broader framework that includes community needs, cultural context, feasibility, and sustainability. This experience helps students recognize how course concepts translate into actionable strategies beyond the classroom. This aligns with Course Goal 4.

**Public Demonstration of competence in academic settings and, if possible, in the community engagement site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The Lifestyle & Longevity Expo is an opportunity for students to present their group project to peers, faculty, and community members. This public demonstration will showcase the depth of research and creative approach to addressing a contemporary issue of well-being in our society.

The public forum enables students to see the potential real-world impact of their creative ideas as they engage in discussion about their project with attendees. This expo occurs in step 5 of the Group Project and directly aligns with Course Goal 4.

## Service-Learning Course Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students have multiple opportunities to experience diversity where they can develop intercultural competence and empathy. First, they will learn about the cultural practices, behaviors, and traditions that make up the Power 9 framework of Blue Zones. They will learn how different cultures around the world address issues both in a historical and contemporary context and learn to appreciate that different approaches to an issue can still impact culture and well-being in positive ways.

For example, when students learn about the Power 9 principles associated with nutrition, we will discuss various practices that are embedded in Blue Zone cultures: hara Hachi bu in Japan, Seventh Day Adventist health message in Loma Linda, locally harvested ingredients in Ikaria, wine in Sardinia, indigenous foods in Nicoya. While each of these food cultures differ from one another, all of them contribute to cultural identity, health, and well-being. Students will then choose one of these practices to adopt for one day and reflect on how this cultural practice compares to their own food culture. This assignment, and the other reflection assignments, were designed to highlight the beauty of different cultural practices and allow students to experience them in their own lives. These reflection assignments align with Course Goals 1-3.

Further, Students will also be digitally immersed in the various Blue Zones during their immersive quizzes. By using 360° images and videos, as well as 2D images and videos, we will draw students into the regions to enhance their intercultural competence. These immersive quizzes align with Course Goals 1-3.

Lastly, students will demonstrate their intercultural competence by developing a project that implements one of the Power 9 principles into their own local community. In this project, they will have to consider how this principle worked in other cultures and how it might be adjusted to suit the needs of the diverse individuals in Columbus Ohio. Part of this project will include identifying if this new big idea they've come up with creates disparities in institutions, organizations, or individuals in our community. This activity encourages students to appreciate practices in other cultures and consider the unique needs of diverse individuals in our own community. This activity aligns with Course Goal 4.

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The instructors for this course have both attended workshops about universal design principles and have implemented them in other courses they teach. The learning materials will be accessible to all types of learners with diverse needs. It will incorporate visuals, text, and audio that not only engage learners, but are also accessible for various learning tools. The reflection assignments and mini research projects are designed to encourage independent thinking and creativity. They provide ample guidance while still allowing flexibility for submission types (e.g. written text, video, audio, etc). They also allow students to choose topics based on their own interests (e.g. choosing a nutrition concept to adopt for a day, choosing a cultural idea to research, analyzing a certain aspect of movement in their life, etc).

The digitally immersive quizzes will be low-stakes, meaning they can complete them as many times as they need for full credit. By making the quizzes digitally immersive, we will capture their interest. The questions in these quizzes will highlight the important concepts. From my own experience, students not only learn a lot from these types of assignments, they also enjoy them which reduces stress and brings learning to life.

The group project will be collaborative work, so students can use their unique strengths to contribute to the success of their group work. They will also have opportunities to work on the project in class to get immediate feedback. Students can choose which creative methods they want to use in sharing their idea at the Lifestyle & Longevity expo (e.g. flyers, websites, short video promotions, etc).

When we began implement principles of universal design in other courses we teach, we observed that when students are allowed to choose the how they submit the assignment, it encourages more creativity, and deeper learning in a reduced stress environment. The quality of student submissions improves, as does their learning experience. We plan to adopt a similar approach as we develop the specific assignments and projects for this course. The assignments mentioned that promote inclusivity and a sense of belonging cover all of the Course Goals in this course (1-4).

## Service-Learning Course Inventory

### **Clear plan to market this course to get a wider enrollment of typically underserved populations.**

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

We are working with EHE film production crew to develop marketing materials to promote this course to all students at OSU. In the promotional film, we want to highlight how this course encourages deeper reflection as students learn about cultural practices that contribute to overall well-being. We also want to highlight the immersive nature of the low-stakes quizzes. Between the reflection assignments and low-stakes quizzes, we hope that students realize this course is designed to help them grow as an individual.

Additionally, we will create a website where students will see past submissions of students work at the Lifestyle & Longevity Expo (after we've taught the course for at least one semester so we can gather examples). This will not only garner excitement for this larger project, it will also give students an idea of what they will accomplish in this course.

In all of our promotional materials, we will emphasize how students will build their cultural competence by exploring the cultures of the world from an appreciative inquiry approach. Our goal is to demonstrate that by learning about and respecting others' cultures, our students' unique backgrounds and experiences will also be respected and appreciated in class.

# HUMN NTR 3500 Alignment Map

## Traditions, Cultures, Transformations theme

Explores the study of cultures and societies, past and present, from single and multidisciplinary approaches. To understand the contemporary world, one must understand its past, individual cultures and societies, the creation and development of sub-cultures, as well as the impact of ideological, technological and environmental innovations and changes. Tradition and culture are not static; ideas, institutions, environments (ecological, geological, cosmological), and technologies foster change or promote continuity.

## Course Schedule

WEEK 1: Global Conceptualization of Health		
GE ELOs	Course Specific Learning Objectives	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
1.1 Critical/logical thinking about theme topics	<ul style="list-style-type: none"><li>Explain how cultural traditions and societal conditions influence aging outcomes around the world.</li><li>Apply Appreciative Inquiry to interpret cultural strengths related to aging and well-being.</li><li>Explain why aging is considered a privilege and how this understanding varies across cultures.</li></ul>	
2.1 Identify, describe, synthesize approaches as they apply to the theme	<ul style="list-style-type: none"><li>Identify and describe global patterns of life expectancy and healthspan.</li><li>Recognize risk and protective factors related to longevity in historical and contemporary contexts.</li></ul>	
2.2 Developing sense of self as a learner through reflection	<ul style="list-style-type: none"><li>Reflect on their own perceptions of aging and identify how personal, cultural, and societal experiences shape their beliefs.</li><li>Compare their initial understanding of aging with global patterns presented in the immersive tour.</li></ul>	
<b>Global Conceptualization of Health</b> How health is defined and practiced in cultures around the world	<b>Readings:</b> <ul style="list-style-type: none"><li>Castruita, Pina-Escudero, Renteria, &amp; Yokoyama, 2022</li><li>Jakovljevic, Westerman, Sharma, &amp; Demetris Lamnisos, 2020</li><li>Palmore, 1979</li><li>Woolf, 2023</li></ul>	<b>Personal Reflection: Aging</b> <ul style="list-style-type: none"><li>Students will choose one nutrition-related Power 9 principle to intentionally adopt for a single day (e.g., slow eating, stopping at 80% full, eating without screens, or using smaller dishes) and then write a brief reflection on their experience. The reflection will compare this practice</li></ul>
<b>Life Expectancy &amp; Health Span</b> How long people live and how long they stay in good health	<b>Watch:</b>	
<b>Risk &amp; Protective Factors</b>		

Why lifespan and health span vary around the world  <b>Aging as a Privilege</b> How to reframe ideas around aging  <b>Appreciative Inquiry</b> How to reframe approaches to cultural analysis	Guest Lecture by Enid Borden, Founder & CEO of the National Foundation to End Senior Hunger (NFESH): <i>A Privilege to Age</i>	to their usual eating habits and analyze how technology, routines, or broader “big ideas” influence their current patterns. Students will also integrate required course readings to connect research findings with their personal lived experience.
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### WEEK 2: The Big Ideas That Created Blue Zones

GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Construct a simple visual representation (timeline or Venn diagram) demonstrating how cultural forces influenced longevity supporting traditions.</li> </ul>	
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>Identify major cultural forces (“big ideas”) that shaped the development of global longevity regions.</li> </ul>	
3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	<ul style="list-style-type: none"> <li>Identify and analyze the impact of technological advancements and ideas that shaped cultures in the Blue Zone regions</li> </ul>	
3.3 Examine the interactions among dominant and sub-cultures.	<ul style="list-style-type: none"> <li>Examine interactions between dominant and subcultures that influenced the emergence, persistence, or transformation of longevity-supporting traditions.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Explain how transformations in society (technology, institutions, gender roles, belief systems) influence cultural health practices over time.</li> <li>Distinguish between cultural continuity and cultural change within specific Blue Zone regions.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<b>The Big Ideas and Technological Advancements in Societies</b>  How big ideas and technological advancements shape societal well-being (e.g.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Buettner, 2012, Chapter 1</li> <li>Coghlan, Preskill, &amp; Tzavaras Catsambas, 2003</li> </ul>	<b>Big Ideas &amp; Cultural Continuity Interactive Timeline</b> <ul style="list-style-type: none"> <li>Students will create an interactive timeline illustrating how a selected</li> </ul>

<p>agricultural engineering, industrialization, food systems, public health message).</p> <p><b>Cultural Continuity vs Transformation</b> How lifestyle drift gradually changes movement, diet, and overall well-being</p> <p><b>History and Overview of Blue Zones</b> How both cultural transformations and continuity shapes well-being in specific cultures.</p> <p><b>Criticisms of Blue Zones</b> How research health and longevity research is conducted; how findings can/cannot be applied to other communities; romanticization and over-simplification of cultural identities</p>	<ul style="list-style-type: none"> <li>• <i>Science Article by Amigo, 2024</i></li> <li>• <i>The New York Times Article by Smith, 2024</i></li> </ul>	<p>Blue Zone emerged through key cultural continuities and transformations. They will answer analysis questions explaining how the Blue Zone subculture diverged from the dominant culture and which factors contributed to its development. Students will also complete brief reflection questions evaluating their research process and insights gained.</p>
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WEEK 3: Evolving Food Traditions and Health	
GE ELOs	Course Specific Learning Objectives
1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<ul style="list-style-type: none"> <li>• Recognize and critically describe how food traditions emerge from cultural, environmental, religious, and historical contexts in different societies.</li> </ul>
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>• Identify and synthesize nutrition practices from multiple global cultures, explaining how these practices reflect cultural identity and contribute to well-being.</li> </ul>
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>• Reflect on personal food experiences and cultural backgrounds to build a developing sense of self as a learner within global health and nutrition contexts.</li> </ul>
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>• Explain how cultural forces such as technology, industrialization, gender roles, colonization, and institutional systems shape contemporary food patterns and health outcomes.</li> </ul>

3.3 Examine the interactions among dominant and sub-cultures.	<ul style="list-style-type: none"> <li>Recognize and describe how food traditions of sub-cultures (i.e. Blue Zones) intersect with food traditions of the dominant culture.</li> </ul>	
4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	<ul style="list-style-type: none"> <li>Analyze how race, ethnicity, gender, and perceptions of difference influence access to nutrition, food traditions, and dietary health in both global and U.S. contexts.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Food &amp; Nutrition in Societies</b> How food and nutrition is originally determined by ecology; how food impacts cultural identity; how big ideas and technologies impact cultural food identities</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Ekmekcioglu, 2020</li> <li>Roberson, Malm, Naber, Dodd, Dada, Thurmond, &amp; Reid, 2023</li> <li>Shibata, Nagai, Haga, Yasumura, Suzuki, &amp; Suyama, 1992</li> <li>You, Henneberg, Saniotis, Ge, &amp; Henneberg, 2022</li> </ul>	<p><b>Global Food Tour</b></p> <ul style="list-style-type: none"> <li>Students will go on a digital world tour exploring life expectancy and health span. On this tour, students will discover various technologies that influence food practices in specific cultures and the scientific advancements that improve our understanding of how nutrition is related to life and health span. They will complete both multiple choice and open ended questions to assess their understanding of how certain aspects of culture (i.e. technology, ecology, and religious beliefs) influence food culture and health.</li> </ul>
<p><b>Transformation of Nutrition Practices in Blue Zones</b> How technological, ideas, and societal shifts impacted food practices in Blue Zones (e.g. agriculture, social structure, invention of fermentation)</p>		
<p><b>Food Practices in Blue Zones</b> How food is viewed in Blue Zones (e.g. hara Hachi bu, plant slant, wine at 5, environment)</p>		
<p><b>Critical Approach to Understanding Nutrition</b> How nutrition science is evaluating health and nutrition in Blue Zones and other cultures; how personalized nutrition impacts our understanding of cultural nutrition; how nationalism, religion, and ideology shape food culture; how environments shape accessibility and well-being</p>		<p><b>Personal Reflection: Nutrition</b></p> <ul style="list-style-type: none"> <li>Students will choose one nutrition-related Power 9 principle to intentionally adopt for a single day (e.g., slow eating, stopping at 80% full, eating without screens, or using smaller dishes) and then write a brief reflection on their experience. The reflection will compare this practice to their usual eating habits and analyze how technology, routines, or broader “big ideas” influence their current patterns. Students will also integrate required course readings to</li> </ul>

		connect research findings with their personal lived experience.
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WEEK 4: Cultural Roots for Movement ELOs		
GE ELOs	Course Specific Learning Objectives	
1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<ul style="list-style-type: none"> <li>Identify cultural traditions in movement patterns.</li> </ul>	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Analyze how movement practices influence longterm physical and functional health.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>Reflect on how personal movement practices influence longterm physical and functional health.</li> </ul>	
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>Assess how <b>economic, architectural, and technological changes</b> influence movement opportunities.</li> </ul>	
3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	<ul style="list-style-type: none"> <li>Compare your community to Blue Zone communities and analyze how a technological advancement or big idea influenced movement patterns in your community and in the Blue Zone</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Examine changes in movement patterns in a culture over time.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<u>Traditional vs. Contemporary Movement Patterns</u>  How movement is acquired through both natural and structured means; how traditional societies obtain natural movement; how technological advancements shifted societal movement towards more structure	<b>Readings:</b> <ul style="list-style-type: none"> <li>Chung, Park, Kim, Park, Hwang, Lee, Han, So, Park, &amp; Lim, 2018</li> <li>Gremeaux, Gayda, Lepers, Sosner, Juneau, &amp; Nigam, 2012</li> <li>Herbert, House, Dietzman, Climstein, Furness &amp; Kemp-Smith, 2022</li> </ul>	<b>Personal Reflection: Movement</b> <ul style="list-style-type: none"> <li>Students will evaluate how their local community supports or limits natural movement by assessing environmental features such as walkability, transportation options, and access to public spaces. They will compare historical and contemporary</li> </ul>

<p><b>Exploration of Movement in Blue Zones</b>  How movement is acquired in each specific blue; how specific technological advancements and ideas shape movement in each blue zone (e.g. dry-stone terracing in Sardinia, gardening in Okinawa, Pickle Ball in Loma-Linda, agriculture in Nicoya, urban planning in Singapore, etc); how movement in Blue Zones differs in genders; how the environment acts as a quiet architect of movement through cultural practices</p> <p><b>The Evolution of Movement through Technological Advancements</b>  How technology (mechanics and digital environment) transformed movement patterns in communities</p> <p><b>Combatting Sedentary Lifestyles</b>  How urban planning and intentional transformations can combat sedentary lifestyles</p> <p><b>Critical Inquiry of Physical Activity</b>  Comparison of NEAT activity and structured exercise as it relates to well-being</p>	<ul style="list-style-type: none"> <li>Stessman, Hammerman-Rozenberg, Cohen, Ein-Mor, &amp; Jacobs, 2009</li> <li>Stone, 2023 (NPR Article)</li> <li>Von Loeffelholz &amp; Birkenfeld, 2022</li> </ul>	movement patterns in recognized Blue Zones with those in their own community to identify key differences and influences. Finally, students will reflect on their personal daily movement habits and write a short analysis that integrates required course readings to connect research insights with their lived experience.
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WEEK 5: How Technological Advancements Shape Social Connectedness ELOs	
GE ELOs	Course Specific Learning Objectives
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Identify and describe social and cultural traditions that promote belonging, support, and well-being.</li> </ul>
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior	<ul style="list-style-type: none"> <li>Reflect on personal experiences of belonging and connection to develop a sense of self as a learner.</li> </ul>

experiences to respond to new and challenging contexts.		
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>Compare personal social traditions with global longevity traditions to identify similarities, differences, and cultural meaning.</li> </ul>	
3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.	<ul style="list-style-type: none"> <li>Explain how technological, economic, and cultural transformations have reshaped patterns of social connection and belonging.</li> </ul>	
3.3 Examine the interactions among dominant and sub-cultures.	<ul style="list-style-type: none"> <li>Examine interactions between dominant U.S. digital culture and subcultural community traditions (e.g., faith-based, immigrant, rural, or communal systems).</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Explain how social connectedness has changed over time in a society</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Digital Age and the Transformation of Social Bonds</b></p> <ul style="list-style-type: none"> <li>Exploration of how technological advancements transform social traditions</li> <li>Discussion of specific transformations in society have shifted social connectedness (e.g. work structure, urban design, mobility, individualism, and digital engagement)</li> </ul> <p><b>Social Connection as Cultural Tradition</b></p> <ul style="list-style-type: none"> <li>Analysis of how Blue Zones are a reflection of enduring social connections, which form micro-communities and sub-cultures (e.g. multigenerational households, communal meals, tight-knit communities, strong faith communities, ritualized connection)</li> <li>Discover how Blue Zones approach to social connections addresses</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Clark, Algoe, &amp; Green, 2018</li> <li>Dominguez, Veronese, &amp; Barbagallo, 2024</li> <li>Friedman, Franks, Teas, &amp; Thomas, 2024</li> <li>Malm, Roberson, Dada, Naber, Dodd, Thurmond, Reid, &amp; Heinrich, 2024</li> <li>Przybylski &amp; Weinstein, 2012</li> <li>Tweng, 2013</li> <li>Walther, 1996</li> <li>Yang, Boen, Gerken, Li, Schorrp, &amp; Harris, 2016</li> </ul>	<p><b>Personal Reflection: Social Constellation Map</b></p> <ul style="list-style-type: none"> <li>Students will reflect on their own social relationships by creating a visual constellation map that illustrates the strength and frequency of their social connections. They will identify two connections maintained through traditional practices (e.g., shared meals, holidays) and two supported by modern practices (e.g., social media, texting). Based on this analysis, students will design one small, realistic action to strengthen their social connectedness in the upcoming week and then reflect on how this intentional change influenced their wellbeing.</li> </ul>

contemporary issues (e.g. multi-generational living in Okinawa and Singapore as a relief to the societal strain on caring for the elderly)		
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WEEK 6: The Role of Cultural Practices in Purpose and Stress		
GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Analyze how cultural traditions such as ritual, spirituality, communal roles, or worldview (e.g., religious belief, gender norms, philosophical outlooks) influence historical or contemporary stress-related health outcomes.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>Reflect on one's own worldview, stress responses, and sense of purpose, demonstrating emerging self-awareness as a learner navigating diverse cultural frameworks.</li> </ul>	
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>Critically describe how different cultures conceptualize stress, purpose, and meaning, and identify the cultural beliefs or traditions that shape these conceptualizations.</li> </ul>	
3.3 Examine the interactions among dominant and sub-cultures.	<ul style="list-style-type: none"> <li>Examine how dominant cultural norms (e.g. productivity culture, digital speed, individualism) interact with subcultural or traditional practices (e.g., ikigai, plan de vida, Sabbath rest) to influence wellbeing.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Identify cultural continuities and transformations in stress regulation practices across generations, showing how modernization, technology, or globalization have changed meaning making rituals.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	<ul style="list-style-type: none"> <li>Compare and synthesize how a Blue Zone culture and the student's own cultural background define and regulate stress, purpose, and daily meaning-making practices.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<b>Purpose in Cultures</b> How Blue Zones define purpose (e.g. Plan de vida, Ikigai, faith-based callings, community-based identity); how individual identity compares to communal purpose	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Firdaus Dhabhar: The positive effects of stress - <a href="https://www.youtube.com/watch?v=nsc83N-Q1q4&amp;list=PL2719CE8D0B2ECAFC&amp;index=18">https://www.youtube.com/watch?v=nsc83N-Q1q4&amp;list=PL2719CE8D0B2ECAFC&amp;index=18</a></li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Crum &amp; Crum, 2015 (Harvard Business Review)</li> </ul>	<p><b>Personal Reflection: A Comparative Analysis of Stress</b></p> <ul style="list-style-type: none"> <li>Students will analyze how one selected culture defines stress and purpose, drawing on required course readings to understand the</li> </ul>

<p><b>Connection Between Stress and Purpose</b> How having a strong purpose is related to perceived stress; how cultures establish stress resilient pathways (culture, digital distractions)</p> <p><b>Cultural Continuities and Transformations that Impact Purpose and Stress Management</b> How technological advancements impact stress management (e.g. thermal baths of Ikaria); how cultural continuities impact purpose and stress management (e.g. intergenerational living)</p> <p><b>Critical Inquiry of Stress</b> How stress can be advantageous in certain situations (e.g. provides purpose)</p> <p><b>Technological &amp; Economic Transformations in Purpose and Stress Management</b> How societal shifts transformed individual and communal purpose (e.g. industrialization, decline in communal institutions); how technological advancements transformed purpose and stress (e.g. social media comparisons, productivity)</p>	<ul style="list-style-type: none"> <li>• Dhabhar, 2014</li> <li>• Dyer, 2023</li> <li>• Kato, Zweig, Schechter, Barzilai &amp; Atzmon, 2016</li> <li>• Levy, Slade, Kunkel, &amp; Kasl, 2002</li> <li>• Vitetta, Anton, Cortizo, &amp; Sali, 2005</li> </ul>	<p>cultural practices, beliefs, and traditions that shape these concepts. They will then compare these insights to their own experiences, reflecting on how their community, environment, and daily routines influence their sense of purpose and stress management. Based on this comparison, students will create a visual field guide (such as an infographic) illustrating how stress and purpose are integrated within the chosen culture and identifying elements they may wish to incorporate into their own life. This assignment emphasizes personal reflection, cultural awareness, and application of course concepts to lived experience.</p>
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WEEK 7: Roots of Okinawan Longevity	
GE ELOs	Course Specific Learning Objectives
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>• Identify and describe key Okinawan cultural traditions (e.g., fermentation, moai, ikigai, gardening) and explain their historical or environmental foundations.</li> </ul>
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>• Analyze how food preservation and fermentation technologies shaped Okinawan diet, social organization, and cultural identity.</li> </ul>

3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Examine cultural continuity and change in Okinawa, including how modernization, globalization, and American influence have transformed traditional practices.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	<ul style="list-style-type: none"> <li>Compare Okinawan traditions to personal or local cultural experiences to recognize similarities, differences, and disparities in access to cultural health practices.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Power 9 Concepts in Okinawa and Cultural Identity</b></p> <p>How the Power 9 concepts of Blue Zones are embedded in Okinawan culture (e.g. purpose, stress, nutrition, movement, social connectedness).</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Buettner, 2012, Chapter 3</li> </ul> <p><b>Watch Netflix Documentary:</b></p> <p>Netflix Live to 100 Secrets of the Blue Zones Episode 1: The Journey Begins</p>	<p><b>Okinawan Micro-Study</b></p> <ul style="list-style-type: none"> <li>Students will be digitally immersed into Okinawan culture. They will then analyze how cultural continuity and traditions have intersected to establish Okinawa as a Blue Zone, with a focus on how the invention of tofu production and soy fermentation in Okinawa shaped the community. They will complete both multiple choice and open ended questions to assess their understanding.</li> </ul>
<p><b>Technological Advancements and Cultural Traditions that Establish Okinawa as a Blue Zone</b></p> <p>How geography and history created Okinawa as a cultural sub-group; how tofu production and soy fermentation impacted cultural identity and well-being; how gardening began out of necessity and continued out of cultural identity; how <i>ikigai</i> was developed as a cultural ideology; how <i>Moais</i> were established as cultural support groups</p>		<p><b>Group Project Step 1: Power 9 Connection &amp; Community Context Analysis</b></p> <ul style="list-style-type: none"> <li>In this step, students choose one Blue Zones Power 9 principle and analyze how it could be applied within a specific Columbus community. They will explore demographic characteristics, local assets, needs, and barriers that shape health behaviors in that area. Students also identify key stakeholders for adopting this Power 9 concept, such as community organizations, city departments, schools, faith groups, or businesses. By the end, groups will understand both their chosen Power 9 concept and the real-world context in which they hope to apply it.</li> </ul>
<p><b>How Modern Technological Advancements and Big Ideas Impact Okinawa</b></p> <p>How modernization is impacting the deep rooted traditions in Okinawan culture (e.g. westernization, urbanization, geopolitical changes, erosion of traditions, emergence of disease)</p>		

WEEK 8: Sardinia: Inherited Codes of Tradition		
GE ELOs	Course Specific Learning Objectives	
1.1 Engage in critical and logical thinking about the theme	<ul style="list-style-type: none"> <li>Identify and describe key Sardinian cultural traditions (e.g., terraced agriculture, pastoralism, communal life) and explain how these inherited practices contribute to health and longevity.</li> </ul>	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme	<ul style="list-style-type: none"> <li>Demonstrate the ability to synthesize scholarly research by summarizing how three selected Power 9 concepts have been applied in real-world interventions or peer-reviewed studies (Group Project Step 2).</li> </ul>	
3.1 Describe the influence of an aspect of culture (technology, belief systems, gender roles, etc.) on a historical or contemporary issue	<ul style="list-style-type: none"> <li>Analyze how the technological innovation of terraced landscapes reshaped Sardinian dietary patterns, physical activity norms, social structures, and gendered labor roles over centuries.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society	<ul style="list-style-type: none"> <li>Examine cultural continuity in Sardinia by evaluating how shepherding, communal eating, and local food production have persisted or transformed amid modernization and globalization.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals	<ul style="list-style-type: none"> <li>Compare Sardinia's inherited codes of tradition with students' own cultural or community context to identify differences, similarities, and disparities in movement patterns, food systems, and social architecture.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Power 9 Concepts in Sardinia and Cultural Identity</b></p> <p>How the Power 9 concepts of Blue Zones are embedded in Sardinian culture (e.g. purpose, stress, nutrition, movement, social connectedness).</p> <p><b>Heritage Based Traditions</b></p> <p>How geography established continuity in specific Sardinian traditions (e.g. movement, nutrition, village solidarity, shared problem-solving)</p> <p><b>Ideas and Innovations that Shaped Sardinian Culture</b></p> <p>How dry-stone terracing impacted cultural food identity, and movement patterns</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Buettner, 2012, Chapter 2</li> </ul> <p><b>Watch Netflix Documentary:</b></p> <p>Netflix Live to 100 Secrets of the Blue Zones Episode 2: An Unexpected Discovery</p>	<p><b>Sardinian Micro-Study</b></p> <ul style="list-style-type: none"> <li>Students will be digitally immersed into Sardinian culture. They will then analyze how cultural continuity and traditions have intersected to establish Sardinia as a Blue Zone, with a focus on how dry-stone walling is a UNESCO-recognized cultural technology that shaped movement and dietary patterns in the region.</li> </ul> <p><b>Group Project Step 2: Annotated Evidence of Power 9 Concept</b></p> <ul style="list-style-type: none"> <li>Students gather and summarize research that explains why their selected Power 9 principle promotes</li> </ul>

<p><b>How Technological Advancements and Big Ideas Impact Sardinian Culture</b></p> <p>How westernization, mechanics, and economics impact Sardinian culture and well-being; how social shifts in intergenerational living impact well-being</p>		<p>well-being and longevity, including its mechanisms, health impacts, and examples of successful implementation. Each source is annotated to demonstrate credibility, relevance, and how it informs the group's thinking. This evidence base will guide the design of their intervention and ensure their proposal is grounded in established science rather than assumptions.</p>
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WEEK 9: Loma Linda: Chosen Codes of Tradition		
GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Identify and describe key Loma Linda health traditions—including Sabbath rest, plantbased nutrition, health theology, and community belonging—and explain how these chosen beliefs shape daily routines and wellbeing.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work.	<ul style="list-style-type: none"> <li>Reflect on personal experiences or values related to chosen traditions, faith systems, or worldview practices to deepen selfawareness as a learner.</li> </ul>	
3.1 Describe the influence of an aspect of culture on a historical or contemporary issue.	<ul style="list-style-type: none"> <li>Analyze how a religious health philosophy (Adventist doctrine) became amplified by modern institutional systems such as healthcare, education, and public health infrastructure.</li> </ul>	
3.3 Examine the interactions among dominant and subcultures.	<ul style="list-style-type: none"> <li>Describe how interactions between dominant U.S. culture and Adventist subculture influence contemporary health behaviors, identity formation, and community norms.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Examine how modernization, scientific reinforcement, and institutional organization transformed Loma Linda's religious traditions into a community-wide health model.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	<ul style="list-style-type: none"> <li>Compare one Sardinian inherited tradition with one Loma Linda chosen tradition to identify similarities and differences in cultural origins, daily practices, and health impacts.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<b>Beliefs and Ideologies that Shape Cultures</b> How big ideas emerge out of necessity and desire to change; how beliefs and ideologies create sub-cultures and shape identity and well-being	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Buettner, 2012, Chapter 4</li> </ul>	<p><b>Loma Linda Micro-Study</b></p> <ul style="list-style-type: none"> <li>Students will be digitally immersed into Loma Linda culture. They will then analyze how cultural continuity and traditions have intersected to</li> </ul>

<p><b>Chosen and Inherited Communities</b> Comparison of inherited communities that make up other Blue Zones versus a chosen community found in Loma Linda; how social identity theory creates and influences sub-cultures</p> <p><b>Big Ideas that Established Loma Linda as a Blue Zone</b> How faith-based traditions established a sub-culture in Loma Linda; how the Adventist Health Message and cultural traditions impact well-being</p> <p><b>Power 9 Concepts in Loma Linda</b> How the Power 9 concepts of Blue Zones are embedded in Loma Linda culture (e.g. purpose, stress, nutrition, movement, social connectedness).</p>		<p>establish Loma Linda as a Blue Zone, with a focus on how big ideas like the Adventist Health Message shape a sub-culture.</p> <p><b>Heritage and Faith: Two Cultural Pathways to Longevity</b></p> <ul style="list-style-type: none"> <li>Students will choose one tradition from Sardinia and one from Loma Linda and complete a mini research project (describe how each tradition emerged, how it relates to longevity and well-being, and analyze modern forces that challenge each culture). They will then share their mini-research project in a discussion post with their classmates.</li> </ul>
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WEEK 10: Ikaria: PlaceBased Continuity & Slow Culture		
GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme	<ul style="list-style-type: none"> <li>Identify and describe key Ikarian cultural traditions—including geothermal bathing, herbal medicine, fasting rituals, communal gatherings, and slow daily rhythms—and explain how they support longevity.</li> </ul>	
2.2 Develop a sense of self through reflection & connection to new contexts	<ul style="list-style-type: none"> <li>Compare Ikarian slow-culture traditions with personal or local cultural contexts to explain differences, similarities, and disparities in stress patterns and resource access.</li> </ul>	
3.1 Describe the influence of an aspect of culture on a historical or contemporary issue	<ul style="list-style-type: none"> <li>Analyze how natural geothermal resources functioned as a form of “cultural technology,” shaping stress reduction, social cohesion, and health practices across generations.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society	<ul style="list-style-type: none"> <li>Examine cultural continuities and transformations in Ikaria, noting how globalization, tourism, modern healthcare, and economic pressures are reshaping long-standing traditions.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<u>Geography &amp; Culture</u>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Buettner, 2012, Chapters 6</li> </ul>	<b>Ikaria Micro-Study</b>

<p>How geography shapes culture (e.g. terrain, isolation, climate and agriculture, village structure, geographical determinism in health)</p> <p><b>Ancestral Continuity in Cultures</b> How ancestral relationships shape cultural identity and well-being (e.g. intergenerational living, social connectedness, ritualized traditions, communal meals)</p> <p><b>Power 9 Concepts in Ikaria</b> How the Power 9 concepts of Blue Zones are embedded in Ikarian culture (e.g. purpose, stress, nutrition, movement, social connectedness).</p> <p><b>Big Ideas and Technologies that Impact Ikarian Culture</b> How thermal baths influence culture and well-being; how downshifting influences culture and well-being; how westernization and modernization impact Ikarian culture and well-being</p>	<p><b>Watch Netflix Documentary:</b> Netflix Live to 100 Secrets of the Blue Zones Episode 3: The End of Blue Zones?</p>	<ul style="list-style-type: none"> <li>Students will be digitally immersed into Ikarian culture. They will then analyze how cultural continuity and traditions have intersected to establish Ikaria as a Blue Zone, with a focus on how cultural continuity of hydrotherapy shapes contemporary stress management strategies.</li> </ul>
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Week 11: Nicoya: A Culture Rooted in Water	
GE ELOs	Course Specific Learning Objectives
2.1 Identify, describe, and synthesize approaches/experiences as they apply to the theme.	<ul style="list-style-type: none"> <li><b>Identify and describe</b> how Nicoya's <b>mineralrich aquifers and community water systems</b> structured settlement patterns, intergenerational living, and daily social rhythms that support longevity.</li> </ul>
3.1 Describe the influence of an aspect of culture (technology, institutions) on historical or contemporary issues.	<ul style="list-style-type: none"> <li><b>Analyze</b> how <b>essentialresource infrastructure</b> (water) interacts with <b>cultural traditions</b> (plan de vida, foodways, shared caregiving) to influence <b>healthspan</b>.</li> </ul>
3.4 Explore changes and continuities over time within a culture/society.	<ul style="list-style-type: none"> <li><b>Distinguish continuity vs. transformation</b> in Nicoyan life by evaluating modernization pressures (e.g., dietary transition, labor migration, climate variability) on waterlinked traditions.</li> </ul>

<p>4.1 Recognize/explain differences, similarities, disparities among institutions/organizations/cultures/societies/individuals.</p>	<ul style="list-style-type: none"> <li>• <b>Compare and explain</b> similarities, differences, and <b>disparities</b> between Nicoya's waterinfluenced culture and students' local context (e.g., Columbus), including implications for social connection and health.</li> </ul>	
<b>TOPICS</b>	<b>READINGS &amp; LEARNING ACTIVITIES</b>	<b>ASSIGNMENTS</b>
<p><b><u>Cultural Continuities from Indigenous Traditions</u></b></p> <p>How indigenous traditions created a subculture in Nicoya (e.g. agricultural practices, communal cooking, intergenerational maker)</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Buettner, 2012, Chapter 5</li> </ul>	<p><b>Nicoya Micro-Study</b></p> <ul style="list-style-type: none"> <li>• Students will be digitally immersed into Nicoyan culture. They will then analyze how cultural continuity and traditions have intersected to establish Nicoya as a Blue Zone, with a focus on how natural resources and water infrastructure shape settlement and cultural identity.</li> </ul>
<p><b><u>Big Ideas and Technologies that Shape Nicoya</u></b></p> <p>How natural resources and settlement impacted cultural identity and well-being; westernization and migration to Nicoya; environmental determinism and social structure</p>		<p><b>Group Project Step 3: Intervention Proposal &amp; Feedback</b></p> <ul style="list-style-type: none"> <li>• Building on their contextual analysis and research, students create a draft intervention proposal that outlines a feasible, culturally appropriate, and evidence-informed strategy for applying their Power 9 principle in the chosen Columbus community. The draft must include considerations for equity, long-term sustainability, and potential challenges, as well as how they will visually present their proposal (e.g. poster board, advertisement flyers, websites, videos). Groups then participate in a structured feedback session to strengthen</li> </ul>
<p><b><u>Power 9 Concepts in Nicoya</u></b></p> <p>How the Power 9 concepts of Blue Zones are embedded in Nicoyan culture (e.g. purpose, stress, nutrition, movement, social connectedness).</p>		

		their proposal through peer and instructor insights.
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WEEK 12: Singapore: Engineered Longevity & Modern Transformation		
GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Identify and describe key features of engineered longevity in Singapore, including policy design, urban planning, public health systems, and technological integration.</li> </ul>	
2.2 Develop a sense of self as a learner through reflection and creative work.	<ul style="list-style-type: none"> <li>Reflect on how engineered systems and heritage traditions shape personal experiences with health, community, and belonging.</li> </ul>	
3.1 Describe the influence of an aspect of culture (technology, institutions, policy) on a contemporary issue.	<ul style="list-style-type: none"> <li>Synthesize insights from Singapore and heritage Blue Zones to inform future thinking about U.S.-based community transformation (pre-capstone preparation).</li> </ul>	
3.2 Analyze the impact of a “big idea” or technological advancement in creating long-lasting cultural change.	<ul style="list-style-type: none"> <li>Analyze how technological and policy innovations act as “big ideas” that reshape cultural norms, behaviors, and well-being at a population level.</li> </ul>	
3.4 Explore changes and continuities over time within a culture or society.	<ul style="list-style-type: none"> <li>Examine how multicultural integration and community design in Singapore create new cultural traditions that support health and longevity.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities across cultures and societies.	<ul style="list-style-type: none"> <li>Compare heritage-based longevity cultures (e.g., Sardinia, Okinawa, Ikaria, Nicoya) with Singapore’s engineered model to recognize similarities, differences, and shared outcomes.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Engineering Blue Zones</b> How technological advancements and big ideas in urban planning influence cultural identity and well-being; how city planning can design default behaviors</p> <p><b>Big Ideas and Technologies that Shape Singapore</b> How Singapore’s historical health challenges inspired big ideas; how big ideas inspire policy design and urban planning;</p> <p><b>Power 9 Concepts in Singapore</b> How the Power 9 concepts of Blue Zones are embedded in Singapore culture (e.g. purpose,</p>	<p><b>Watch Netflix Documentary:</b> Netflix Live to 100 Secrets of the Blue Zones Episode 4: The Future of Longevity</p>	<p><b>Engineered vs Heritage Blue Zones: Comparative Venn Diagram</b></p> <ul style="list-style-type: none"> <li>Students will research how heritage and engineered Blue Zones are formed and then create a venn diagram of the various blue zones to compare aspects of a heritage based versus engineered blue zones. Then they will write a short reflection and analysis of their findings.</li> </ul>

<p>stress, nutrition, movement, social connectedness).</p> <p><b>Big Ideas and Technologies in Other Communities</b></p> <p>How the big ideas and technologies in Singapore can be applied to other communities, with an analysis of potential disparities in certain genders, races, religions, etc.</p>		
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Week 13: Beyond Blue Zones		
GE ELOs	Course Specific Learning Objectives	
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme	<ul style="list-style-type: none"> <li>Identify and describe the cultural drivers of longevity in Amish, Nordic, and Ashkenazi contexts, including technology use, policy structures, community norms, and inherited traditions.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>Integrate longevity principles from Amish, Nordic, Ashkenazi, and Blue Zone cultures to assess which practices can be meaningfully translated to students' own lives and contexts.</li> </ul>	
3.1 Influence of culture on historical/contemporary issues	<ul style="list-style-type: none"> <li>Analyze how cultural practices, policies, or genetic patterns in these groups influence contemporary health outcomes, social wellbeing, and daily life rhythms.</li> </ul>	
3.3 Interactions among dominant and subcultures	<ul style="list-style-type: none"> <li>Examine interactions between these "hidden" longevity subcultures and dominant cultural forces (e.g., U.S. technology norms, global policy trends, social modernization).</li> </ul>	
3.4 Continuity and change over time within a culture or society	<ul style="list-style-type: none"> <li>Evaluate the continuities and transformations within each group over time, identifying which traditions persist, which have adapted, and why.</li> </ul>	
4.1 Recognize and explain differences, similarities, disparities	<ul style="list-style-type: none"> <li>Generate two evidenceinformed ideas for how these longevity principles could be incorporated into community life in Columbus, Ohio, and evaluate their feasibility.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<u>Beyond Blue Zones: How Other Cultures Practice Power 9 Principles</u>	<b>Required Readings</b> <ul style="list-style-type: none"> <li>Naber, Dodd, Thurmond, Roberson, Dada, Malm, &amp; Matson, 2022</li> </ul>	<b>Personal Reflection: Longevity Lifestyle Integration</b>

<p>How other cultures practice Power 9 Principles and its impact on cultural identity and well-being</p>	<ul style="list-style-type: none"> <li>• Akerman, Deeg, Boman, Niklasson, Gustafson, &amp; Nyqvist, 2025</li> <li>• Rajpathak, Liu, Ben-David, Reddy, Atzman, Crandall, &amp; Barzilai, 2011</li> <li>• Troyer, 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Students will integrate key ideas from all longevity cultures studied so far and evaluate how these practices could be thoughtfully adapted to their own lives and modern environments. They will analyze how these practices align with similar practices (continuity) or how they need to transform this practice to fit their life.</li> </ul>
<p><b><u>Big Ideas and Technological Advancements Impacts on Amish and Ashkenazi Jewish Population</u></b></p> <p>How continuity of traditions in Amish and Ashkenazi cultures impact cultural identity and well-being; how technological advancements, westernization, and urbanization impact Amish and Ashkenazi Jewish populations</p> <p><b><u>Big Ideas and Technological Advancements Impacts on Nordic Countries</u></b></p> <p>How public policy shapes Nordic culture; how big ideas like equity, elderly care, universal healthcare, and urban design shape Nordic culture and well-being</p>		<p><b>Group Project Step 4: Integration of Feedback</b></p> <ul style="list-style-type: none"> <li>• Students revise and refine their intervention proposal based on the feedback they received, strengthening clarity, feasibility, community alignment, and design. This step encourages reflection, iteration, and professionalism, ensuring the final product responds thoughtfully to critiques and aligns more closely with stakeholder needs and local realities.</li> </ul>

Week 14: Reimagining Longevity in the U.S.: Traditions, Culture, and Modern Wellness Models	
GE ELOs	Course Specific Learning Objectives
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme	<ul style="list-style-type: none"> <li>• Identify and describe modern wellness frameworks (e.g., multidimensional wellness models, biopsychosocial approaches, genetic/lifestyle models) and explain how they conceptualize health and longevity.</li> </ul>
2.2 Reflection & developing self as a learner	<ul style="list-style-type: none"> <li>• Reflect on personal alignment with different wellness models and cultural traditions to deepen self-awareness as a learner and creator of community solutions.</li> </ul>
3.1 Describe the influence of an aspect of culture (policy, technology, institutions) on contemporary issues	<ul style="list-style-type: none"> <li>• Apply wellness frameworks and cultural insights to conceptualize realistic longevity strategies for an American city (preparing for capstone).</li> </ul>
3.2 Analyze the impact of a “big idea” or technological advancement in creating change	<ul style="list-style-type: none"> <li>• Evaluate which longevity principles can be meaningfully transferred to the U.S. cultural context and which require modification, transformation, or replacement.</li> </ul>

3.4 Explore changes & continuities over time in U.S. culture	<ul style="list-style-type: none"> <li>Analyze how cultural, economic, and technological transformations in the United States shape contemporary patterns of health, stress, food systems, movement, and community.</li> </ul>	
4.1 Recognize and explain differences, similarities, and disparities among cultures and institutions	<ul style="list-style-type: none"> <li>Compare and contrast wellness models with Power 9 concepts and global longevity traditions to identify shared principles and divergent assumptions.</li> </ul>	
4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.	<ul style="list-style-type: none"> <li>Examine equity, disparity, and access issues in U.S. wellness systems, including how race, ethnicity, gender, and socioeconomic status influence well-being.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>Alternative Models of Wellness</b> How ideological, technological, and environmental innovations foster change or promote continuity in cultures; how these models of wellness are observed in other cultures</p> <p><b>Transformation in American Traditions</b> How American culture has shifted overtime due to technological advancements and big ideas (e.g. industrialization, family structures, food culture, geopolitical influences, and urban design)</p> <p><b>Appreciative Inquiry of Blue Zone Cultures and American Cultures</b> How culture in America differs from Blue Zone cultures and how certain cultural practices impact well-being</p> <p><b>Emerging Traditions in the US</b> How new traditions are emerging and how US can overcome barriers to health and well-being as cultural identities shift</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Castruita, Pina-Escudero, Renteria, &amp; Yokoyama, 2022</li> <li>Li et al., 2025</li> <li>Melnyk, &amp; Neale, 2018</li> <li>Stoewen, 2017</li> </ul>	<p><b>Wellness Model Failure Analysis</b></p> <ul style="list-style-type: none"> <li>Students will select a wellness model and analyze a context in which it would not work for all community members. They will then propose adaptations to the model to be more equitable to other races, genders, religious groups.</li> </ul>

ELOs		
GE ELOs	Course Specific Learning Objectives	
1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<ul style="list-style-type: none"> <li>Students will be able to critically analyze how a selected Power 9 principle interacts with the demographic, environmental, and cultural characteristics of a specific Columbus community to influence health behaviors and well-being.</li> </ul>	
1.2 Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	<ul style="list-style-type: none"> <li>Students will be able to locate, evaluate, and synthesize high-quality scientific and community health evidence to explain the mechanisms, effectiveness, and real-world applications of their selected Power 9 principle.</li> </ul>	
1.3 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Students will be able to integrate theoretical frameworks, empirical research, and community-specific insights to design an evidence-informed, culturally relevant intervention that applies a Power 9 concept in a local context.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>Students will be able to evaluate their own learning, collaboration, and creative decision-making by reflecting on the process of project design, peer feedback, and exposure to alternative intervention strategies developed by classmates.</li> </ul>	
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	<ul style="list-style-type: none"> <li>Students will be able to describe how cultural, social, and structural factors within a Columbus community shape the feasibility, adoption, and potential impact of a Power 9-aligned intervention.</li> </ul>	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<b>Virtual Group Project Workshop</b> <ul style="list-style-type: none"> <li>Students will integrate Power 9 concepts, wellness models, cultural continuity, technological innovations, cultural transformations, and draft their own Blue Zone in Columbus Ohio.</li> </ul>	None	

Week 16: Transforming Columbus Project Presentations		
ELOs		
GE ELOs	Course Specific Learning Objectives	
1.1 Engage in critical and logical thinking about the topic or idea of the theme.	<ul style="list-style-type: none"> <li>Students will be able to critically analyze how a selected Power 9 principle interacts with the demographic, environmental, and cultural characteristics of a specific Columbus community to influence health behaviors and well-being.</li> </ul>	

1.2 Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.	<ul style="list-style-type: none"> <li>Students will be able to locate, evaluate, and synthesize high-quality scientific and community health evidence to explain the mechanisms, effectiveness, and real-world applications of their selected Power 9 principle.</li> </ul>	
1.3 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<ul style="list-style-type: none"> <li>Students will be able to integrate theoretical frameworks, empirical research, and community-specific insights to design an evidence-informed, culturally relevant intervention that applies a Power 9 concept in a local context.</li> </ul>	
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<ul style="list-style-type: none"> <li>Students will be able to evaluate their own learning, collaboration, and creative decision-making by reflecting on the process of project design, peer feedback, and exposure to alternative intervention strategies developed by classmates.</li> </ul>	
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Students will be able to describe how cultural, social, and structural factors within a Columbus community shape the feasibility, adoption, and potential impact of a Power 9-aligned intervention.	
TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<b>Group Project Presentations</b> <ul style="list-style-type: none"> <li>Students will present their ideas for creating their own Blue Zone in Columbus Ohio to classmates</li> </ul>	None	<p><b>Final Poster &amp; Presentation</b>            Students deliver a polished, well-organized presentation that showcases their final intervention proposal, visual materials, and the evidence supporting their design. Presentations should effectively communicate the problem, the proposed solution, how it aligns with the Power 9 principle, and its potential impact on the selected Columbus community. This culminating experience simulates a real-world pitch to community partners or decision-makers.</p> <p><b>Peer Review</b>            After viewing classmates' projects, students reflect on what they learned from both their own project and the proposals developed by classmates. They will evaluate strengths, innovations, and community impact of the proposals overall.</p>

## Week 13: Integrating Longevity Lifestyles

ELOs

TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
<p><b>How Modern Societies Reinterpret Traditions</b></p> <ul style="list-style-type: none"> <li>Discussion of how traditional practices are being investigated and reinforced through modern science (e.g. walking, mindful eating, social connections)</li> <li>Exploration of how older traditions are repurposed and transformed in a modern context (e.g. city planning to change the environment to produce a lifestyle that honors traditions like natural movement and social connections)</li> </ul> <p><b>Transforming Traditions into Practice</b></p> <ul style="list-style-type: none"> <li>Investigation of clashes in U.S. societal norms and practices in Blue Zones (e.g. fast paced society versus downshifting, convenience foods versus mindful eating, digital technology versus social connectedness)</li> <li>Explore which traditions in U.S. and Columbus represent continuity and which represent transformations that impact health and lifespan</li> </ul>	<p><b>Readings:</b></p> <p>Buettner, 2012, Chapter 7</p> <ul style="list-style-type: none"> <li>Ho, 2022</li> <li>Kim, 2012</li> <li>Marston, Niles-Yokum, Silva, 2021</li> </ul>	<p><b>Longevity Lifestyle Integration</b></p> <ul style="list-style-type: none"> <li>Students will integrate key ideas from all longevity cultures studied so far and evaluate how these practices could be thoughtfully adapted to their own lives and modern environments. They will analyze how these practices align with similar practices (continuity) or how they need to transform this practice to fit their life.</li> </ul>

## Week 14: Reimagining Longevity in the US

ELOs

TOPICS	READINGS & LEARNING ACTIVITIES	ASSIGNMENTS
Transformation of American Traditions	Readings:	Group Project: Mind Map Step 4

<p>Discuss how American culture has transformed over time (e.g. family structures, food culture, labor, technological advancement, and urban design)</p> <p><b>Comparison of US Culture to Blue Zones Cultures</b></p> <ul style="list-style-type: none"> <li>Exploration of values and cultural practices in the US versus each Blue Zone (e.g. productivity and purpose, individualism and collectivism, urban planning, food system, digital versus personal connectedness)</li> <li>Appreciative inquiry approach to cultural practices in America and Blue Zones</li> </ul> <p><b>Emerging Traditions in the US</b></p> <ul style="list-style-type: none"> <li>Discuss how new traditions are emerging and how to overcome barriers to improve the health and lifespan of US communities</li> </ul>	<ul style="list-style-type: none"> <li>Naber, Dodd, Thurmond, Roberson, Dada, Malm, &amp; Matson, 2022</li> </ul> <p><b>Readings:</b></p> <p>Buettner, 2012, Chapter 7</p> <ul style="list-style-type: none"> <li>Ho, 2022</li> <li>Kim, 2012</li> </ul> <p>Marston, Niles-Yokum, Silva, 2021</p>	
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