

## COURSE OUTLINE

### INTRODUCTION TO EVOLUTION AND PHYSICAL ANTHROPOLOGY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	3 <sup>RD</sup>
<b>COURSE TITLE</b>	INTRODUCTION TO EVOLUTION AND PHYSICAL ANTHROPOLOGY		
<b>TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
<i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>			
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b>	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>																
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Clearly understand the concepts of evolutionary theory</li> <li>• Describe the evolutionary stages of the human species</li> <li>• Recognise basic differences between ancestral forms of the human species and the anatomically modern humans</li> <li>• Evaluate the significance of important milestones in human history, such as the discovery of fire, the manufacture of the first tools, the domestication of plants and animals, etc., in the biological and cultural evolution of man</li> <li>• Argue about the evolutionary development of the human species</li> <li>• Evaluate the scientific relevance of evolution and biological anthropology in a wide range of disciplines such as archaeology, history, history of medicine, etc.</li> </ul>																
<p><b>General Skills</b></p> <p><i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>• Exercise of criticism and self-criticism</li> <li>• Independent work</li> <li>• Group work</li> </ul>																

- Working in an interdisciplinary environment
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Producing free, creative and deductive thinking

### 3. COURSE CONTENT

<b>1</b>	Introduction	<ul style="list-style-type: none"> <li>• Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements</li> <li>• Introduction to biological anthropology and evolution</li> <li>• The scientific method: observations, data, research hypotheses</li> </ul>
<b>2</b>	The history of evolutionary thinking	<ul style="list-style-type: none"> <li>• Before Darwin</li> <li>• Darwin's contribution to the development of evolutionary theory</li> <li>• Inheritance, evolutionary synthesis and the discovery of DNA</li> </ul>
<b>3</b>	Modern approaches to evolutionary theory	<ul style="list-style-type: none"> <li>• Introduction to human biology</li> <li>• DNA and genetic diversity of organisms and populations</li> <li>• Ancient DNA: applications and perspectives</li> <li>• Population genetics and paleogenetics</li> </ul>
<b>4</b>	Biology, social behaviour and culture	<ul style="list-style-type: none"> <li>• Evolutionary approach to behaviour</li> <li>• Ecology, social behaviour and primate societies /Comparative presentation of human and primate behaviour</li> </ul>
<b>5</b>	The human fossil record	<ul style="list-style-type: none"> <li>• Fossils</li> <li>• Taxonomy</li> <li>• Dating methods</li> </ul>
<b>6</b>	The evolution of early hominins	<ul style="list-style-type: none"> <li>• The transition to bipedal walking</li> <li>• The first hominins</li> <li>• The evolution of Australopithecines</li> <li>• Early stone tool making and use</li> </ul>
<b>7</b>	The emergence of early Homo	<ul style="list-style-type: none"> <li>• Characteristics of the genus Homo</li> <li>• Construction and use of tools, control of fire</li> <li>• Changes in diet and behaviour</li> <li>• Geographical spread</li> </ul>
<b>8</b>	The Neanderthals	<ul style="list-style-type: none"> <li>• Characteristics of Neanderthals</li> <li>• Material culture</li> <li>• Geographical spread</li> <li>• The disappearance of the Neanderthals</li> </ul>
<b>9</b>	The evolution and expansion of Homo sapiens	<ul style="list-style-type: none"> <li>• The emergence of anatomically modern Homo sapiens</li> <li>• Technological complexity, art and symbols</li> <li>• Biological and behavioural diversity</li> </ul>
<b>10</b>	Evidence of human evolution in Greece	<ul style="list-style-type: none"> <li>• The fossil record</li> <li>• Archaeological evidence</li> <li>• Caves and open-air sites</li> </ul>
<b>11</b>	The shift from hunting and gathering to agricultural revolution	<ul style="list-style-type: none"> <li>• The impact of agriculture on human health</li> <li>• Changes in activity and physical stress</li> <li>• The neolithic demographic transition</li> </ul>
<b>12</b>	Essay Presentations	<ul style="list-style-type: none"> <li>• Presentation of essays</li> <li>• Discussion of results based on modern methods and theories</li> <li>• Development of presentation and communication skills</li> </ul>
<b>13</b>	Recap	<ul style="list-style-type: none"> <li>• Recap and resolving questions</li> </ul>

		• Student feedback
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#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p align="center"><b>TEACHING METHOD</b></p> <p align="center"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>												
<p align="center"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p align="center"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<p align="center"><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Essay</td> <td align="center">65</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td align="center">42</td> </tr> <tr> <td>Written examination</td> <td align="center">4</td> </tr> <tr> <td>Total</td> <td align="center">150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	65	Study and analysis of bibliography	42	Written examination	4	Total	150
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<p align="center"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Laboratory work: 10%</p> <p>Essay (compulsory): 20%</p> <p>Essay Presentation: 10%</p> <p>Final written examination: 60%</p>												

#### 5. SUGGESTED BIBLIOGRAPHY

<p><b>Greek:</b></p> <ol style="list-style-type: none"> <li>1. Larsen Clark Spencer. (2015) Βιολογική Ανθρωπολογία-Ανακαλύπτοντας τις Ρίζες μας</li> <li>2. Augustin Fuentes. (2013) Βιολογική Ανθρωπολογία</li> <li>3. Relethford H. John. (2010 ) Το ανθρώπινο είδος. Εισαγωγή στην βιολογική ανθρωπολογία</li> </ol> <p><b>English:</b></p> <ol style="list-style-type: none"> <li>1. Craig Stanford, John S. Allen, Susan C. Anton. (2019) Biological Anthropology. The Natural History of Humankind</li> <li>2. Michael P. Muehlenbein. (2015) Basics in Human Evolution</li> </ol>
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## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	C. PAPAGEORGOPOULOU
<b>Contact details:</b>	<a href="mailto:cpapage@he.duth.gr">cpapage@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Laboratory work: 10% Essay (compulsory): 20% Essay Presentation: 10% Final written examination: 60%
<b>Implementation Instructions: (3)</b>	<p>Laboratory work: 10%: Laboratory work includes a report and practical training according to the laboratory protocols. It focuses on the students' practical skills, such as the ability to follow laboratory procedures, and the clarity and completeness of the report they submit.</p> <p>Essay (compulsory): 20%: Prepares students for scientific and thesis writing. It includes a literature review and original data analysis. Assessment focuses on students' ability to review relevant literature, analyse data and judge the quality, relevance and originality of their work. The choice of the topic of the essay will be made in collaboration with the lecturer during the second lecture, in order to ensure sufficient time for the preparation of the project and the presentation. The final paper will be submitted via the eClass platform to the lecturer.</p> <p>Essay Presentation: 10%: Students are asked to prepare a presentation in a ppt file format and present their essay in public. The assessment focuses on the students' ability to clearly present their work, answer questions and manage discussion.</p> <p>Final written examination: 60%: The final written examination assesses the understanding of the basic theories, concepts and principles of the course. The examination will be taken in person at a date and time to be announced in advance, together with the duration and content of the examination.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.

