

COURSE OUTLINE

FOOD AND DIET: PAST, PRESENT AND FUTURE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	6 TH
COURSE TITLE	FOOD AND DIET: PAST, PRESENT AND FUTURE		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</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"> • Understand the importance of nutrition for the human body • Describe key nutritional changes and innovations in human history in relation to evolution and culture. • Develop critical thinking about the dietary habits of ancient civilisations, taking into account cultural, geographical and environmental factors. • Recognise food and diet as important cultural codes • Understand the social and political dimensions of food and eating • Assess food and eating as cultural means that reveal social structures, social relations and antagonisms • Recognise and therefore respect the multicultural nature of food habits and the multiplicity of dietary traditions and dietary heritage 																
<p>General Skills</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"> • Search, analysis and synthesis of data and information, using the necessary technologies • Exercise of criticism and self-criticism • Independent work 																

- Working in an interdisciplinary environment
- Generation of new research ideas
- Development of free, creative and deductive thinking

3. COURSE CONTENT

1	Introduction	<ul style="list-style-type: none"> • Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements • Introduction to Paleo Nutrition <ul style="list-style-type: none"> ○ Brief overview of the evolution of human nutrition from fossilized forms to the present day ○ Presentation of methods used in research
2	Paleodiet: discovering the dietary habits of ancient individuals	<ul style="list-style-type: none"> • Introduction to the basic principles of paleodiet, examining how people chose and consumed their food. • Comprehensive presentation of methods for reconstructing the dietary habits of the past.
3	Diet through time I: from the hunter-gatherers to the first agricultural societies	<ul style="list-style-type: none"> • Exploration of changes in diet from prehistory to the founding of the first urban centres, data from archaeological and palaeoanthropological archives.
4	Diet through time II: the development of large urban centres	<ul style="list-style-type: none"> • Examination of the transition from early organised societies to urban structures and how they influenced dietary practices
5	Health, Malnutrition and Intolerances: indications from the Human Skeleton	<ul style="list-style-type: none"> • Presentation of the History and Evolution of Human Intolerances • Examination of biological markers in the human skeleton that reveal information about health and malnutrition in antiquity.
6	Maternity and Breastfeeding Nutrition in Antiquity: Historical Approaches and Biological Evidence	<ul style="list-style-type: none"> • Analysis of historical and biological aspects of nutrition related to motherhood and breastfeeding in ancient cultures. • Presentation of biological data on breastfeeding duration and nutrition during pregnancy, breastfeeding, and weaning in antiquity, in relation to historical and archaeological evidence.
7	Social Anthropological perspectives on food, eating and dieting	<ul style="list-style-type: none"> • <i>Schools of thought and theorists: Audrey Richards' Functionalism and food as a subject of study in the 1930s.</i> • <i>Structuralist approaches to food, including Levi-Strauss's "culinary triangle" and its analytical significance.</i> • <i>Cultural classification systems and symbolism by Mary Douglas.</i>
8	Historical Materialism, Cultural History, Ecological Materialism, and Semiotic Analyses of Food and Eating	<ul style="list-style-type: none"> • Historical dimension in food analysis, from F. Braudel to the historical materialism of J. Goody and S. Mintz. Critique of ahistorical structures. • The cultural ecology model of M. Harris. • Semiotic analysis of food by R. Barthes.
9	Food, Ethnicity, and National Identity: An Ethnographic Case Study	<ul style="list-style-type: none"> • Food and social distinctions. Food and class stratification, P. Bourdieu. Food and ethnicity. "Gastropolitics," the "revival" of national cuisine, or the "invasion" of tradition. • Food, memory, past, and present. Food as a community strategy in boundary maintenance. "Us and them." • The Jews of Thessaloniki and their cuisine as an ethnographic example of inclusions and exclusions symbolized by food.
10	The Dialogue Between Local	<ul style="list-style-type: none"> • Food and gender. Is cooking a female domain? The

	and Global in the Study of Food and Eating	<p>"normal" meal or the normality of the family table. Home-cooked vs. ready-made food.</p> <ul style="list-style-type: none"> Local food and globalization. The death of the local or its merging with the global? The culture of fast foods: Goody's vs. McDonald's. Healthy eating and vegetarianism. The symbolism behind these lifestyle choices. Eating disorders: Anorexia nervosa and bulimia. Is there enough food for everyone? The political dimension of food. The Third World hunger and malnutrition.
11	Traditional Dietary Models	<ul style="list-style-type: none"> Food collection and preparation techniques as primary productive processes of traditional communities. Customary practices related to food consumption as part of collective experience and memory. The inscription of the Mediterranean Diet in Greece's National Inventory of Intangible Cultural Heritage and UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.
12	The Contribution of Women's Agrotourism Cooperatives to Local Development through the Preservation of Local Food Traditions	<ul style="list-style-type: none"> The construction of rural idyll/ stereotype. Strategies for revitalizing local economies. Utilizing local food traditions as a privileged means for local development. Reproduction of cultural attitudes and stereotypical perceptions about gender-based skills.
13	Recap	<ul style="list-style-type: none"> Recap and resolving questions Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> Lectures Active learning (hands-on learning) - Experiential learning Collaborative learning 												
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <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"> PPT presentations Teaching material, announcements and communication through the eClass platform Student study of supplementary material related to course content Communication with students via email 												
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & 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>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>57</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	50	Study and analysis of bibliography	57	Written examination	4	Total	150
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<p>STUDENT EVALUATION <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</i></p>	<p>Formative</p> <p>Report: 15%</p> <p>Written Assignment (compulsory): 30%</p>												

Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Final written examination: 55%

Please indicate all relevant information about the course assessment and how students are informed

5. SUGGESTED BIBLIOGRAPHY

Κράββα Β. 2020, *Καταναλώνοντας τον πολιτισμό: διαδρομές κατανάλωσης, ιστορίες τροφής και στέρησης*, Αθήνα, Πατάκης

Ματθαίου Α., (επιμ.), 1998, *Ιστορία της Διατροφής. Προσεγγίσεις της σύγχρονης ιστοριογραφίας*, Μνήμων, Αθήνα.

Caplan P., (επιμ.), 1997, *Food, Health and Identity*, Λονδίνο: Routledge.

Δημητρίου- Κοτσώνη Σ., 2001, «Το τραπέζι του φαγητού: Συμβολικός Διάλογος, Πρακτική και Επιτέλεση» στο Σ. Δημητρίου (επιμ.) *Ανθρωπολογία των Φύλων*, Αθήνα, Σαββάλας, 2001.

Μπακαλάκη Α., 2000, «Γευστικά Ταξίδια. Συναντήσεις και διακρίσεις», στο Ρ. Καυτατζόγλου και Μ. Πετρονώτη (επιμ.) *Όρια και Περιθώρια. Εντάξεις και Αποκλεισμοί*, ΕΚΚΕ, Αθήνα, 2000.

Κράββα Β., 2010. «Οι Σεφαραδίτες Εβραίοι της Θεσσαλονίκης: Διατροφή και Συλλογική Μνήμη» στο *Ο Πολιτισμός στο Τραπέζι*, Έκδοση του Αρχαιολογικού Μουσείου Θεσσαλονίκης.

Wilkins J., Nadeau R., 2015, *A Companion to Food in the Ancient World* Wiley-Blackwell. ISBN: 978-1-405-17940-9

Lee-Thorp, J. & Katzenberg, M. A. 2015, *The Oxford Handbook of the Archaeology of Diet*. Oxford University Press.

Ματάλα, Α., & Grivetti, L. (2015). *Διατροφή και πολιτισμός* [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-632>

Bragazzi, N. L., Del Rio, D., Mayer, E. A. & Mena, P., 2024. We are what, when, and how we eat: The evolutionary impact of dietary shifts on physical and cognitive development, health, and disease. *Adv. Nutr.* 15, 100280.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	V. KRAVVA
Contact details:	vkravva@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Report: 15% Written Assignment (compulsory): 30% Final written examination: 55%
Implementation Instructions: (3)	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

(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.