

## COURSE OUTLINE

### CONTEMPORARY RESEARCH APPROACHES IN BIOARCHAEOLOGY

#### 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>	5 <sup>TH</sup>
<b>COURSE TITLE</b>	CONTEMPORARY RESEARCH APPROACHES IN BIOARCHAEOLOGY		
<b>TEACHING ACTIVITIES</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>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<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> <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>• Understand basic concepts of bioarchaeology, as a specific field within anthropology.</li> <li>• Understand the extent of human biological variability and plasticity in space and time.</li> <li>• Know the depth of information that human remains provide for understanding the human past</li> <li>• Apply laboratory protocols for collecting bioarchaeological data</li> <li>• Apply their theoretical and practical training at a professional and research level</li> </ul>																
<p><b>General Skills</b> <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>• Decision-making</li> <li>• Exercise of criticism and self-criticism</li> <li>• Producing free, creative and deductive thinking</li> <li>• Generation of new research ideas</li> <li>• Working in an interdisciplinary environment</li> <li>• Respect for diversity and multiculturalism</li> <li>• Independent work</li> </ul>																

- Group work

### 3. COURSE CONTENT

1	Introduction to bioarchaeology	<ul style="list-style-type: none"> <li>• Familiarization with the students and presentation of the course objectives, expected learning outcomes, and requirements</li> <li>• History of bioarchaeological research</li> <li>• Modern approaches in bioarchaeology</li> <li>• Legal and ethical issues in the study and management of osteological material</li> </ul>
2	Human remains in the archaeological archive	<ul style="list-style-type: none"> <li>• Burials and burial practices</li> <li>• Basic principles of taphonomy</li> <li>• Excavation methodology</li> <li>• Field data collection</li> </ul>
3	The human skeleton	<ul style="list-style-type: none"> <li>• Human diversity and skeletal biology</li> <li>• Structure, morphology and anatomical terminology</li> <li>• Identification and description of bones</li> </ul>
4	Age estimation from the skeleton	<ul style="list-style-type: none"> <li>• Methods of age estimation in adults</li> <li>• Methods of age estimation in subadults</li> <li>• Modern applications in age estimation</li> </ul>
5	Sex determination in the skeleton	<ul style="list-style-type: none"> <li>• Sexual dimorphism</li> <li>• Sex determination based on morphological characteristics of the pelvis and skull</li> <li>• Sex determination based on osteometric characteristics</li> </ul>
6	Health, growth and skeletal stress in archaeological populations	<ul style="list-style-type: none"> <li>• The concept of stress in the skeleton</li> <li>• Skeletal and dental stress indicators</li> <li>• Growth and stature</li> <li>• Methods for stature estimation</li> </ul>
7	Infectious diseases in archaeological populations	<ul style="list-style-type: none"> <li>• Dental caries, periodontal disease and tooth loss</li> <li>• Non-specific infections and disorders</li> <li>• Specific infectious diseases</li> </ul>
8	Skeletal trauma as indicator of living and expression of interpersonal violence	<ul style="list-style-type: none"> <li>• Skeletal injuries and lifestyle</li> <li>• Skeletal injuries and interpersonal violence</li> <li>• Medical care and surgery</li> <li>• Interpretation of skeletal injuries</li> </ul>
9	Patterns of activity in antiquity: data from the human skeleton	<ul style="list-style-type: none"> <li>• Degenerative diseases of the joints</li> <li>• Musculoskeletal lesions of physical activity</li> <li>• Adaptation of skeletal structure to mechanical loading</li> </ul>
10	Biological distance and skeletal diversity	<ul style="list-style-type: none"> <li>• Categories of bio-distance data</li> <li>• Temporal dimension of population biohistory</li> <li>• Spatial dimension of population biohistory</li> </ul>
11	Bioarchaeology and the public	<ul style="list-style-type: none"> <li>• Management of osteoarchaeological material in museums and collections</li> <li>• Modern methods of dissemination of research results</li> </ul>
12	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>
13	Recap	<ul style="list-style-type: none"> <li>• Recap and resolving questions</li> <li>• Student feedback</li> </ul>

### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> </ul>
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<i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Collaborative learning</li> </ul>												
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in teaching and communication with students <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>												
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail.</i> <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>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;"><b>Activity</b></th> <th style="text-align: left;"><b>Workload/semester</b></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>27</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td><b>Total</b></td> <td><b>120</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Workload/semester</b>	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	<b>Total</b>	<b>120</b>
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<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <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>  <i>Please indicate all relevant information about the course assessment and how students are informed</i>	Formative  Laboratory work: 10% Essay (compulsory): 20% Essay Presentation: 10% Final written examination: 60%												

## 5. SUGGESTED BIBLIOGRAPHY

### Greek:

1. Παπαγεωργοπούλου Χρ (επιμ.). (2016) Ειδικά θέματα σκελετικής ανθρωπολογίας, ταφονομίας και βιοαρχειολογίας, Ηλεκτρονικά Ακαδημαϊκά Συγγράμματα
2. Larsen Clark Spencer. (2015) Βιοαρχειολογία. Ερμηνεύοντας τη συμπεριφορά από τον ανθρώπινο σκελετό

### English:

1. Jane E. Buikstra. (2009) Bioarchaeology. The Contextual Analysis of Human Remains
2. Pamela K. Stone. (2018) Bioarchaeological Analyses and Bodies. New Ways of Knowing Anatomical and Archaeological Skeletal Collections
3. Mark Q. Sutton. (2021) Bioarchaeology. An Introduction to the Archaeology and Anthropology of the Dead

## 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.

