

COURSE OUTLINE

EVOLUTION OF ANATOMICALLY MODERN HUMAN. CULTURE AND HUMAN ADAPTATION

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	EVOLUTION OF ANATOMICALLY MODERN HUMAN. CULTURE AND HUMAN ADAPTATION		
TEACHING ACTIVITIES <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>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the relationship between health, disease and natural selection over time in the human species with emphasis on key questions of evolution and coevolution of culture and biology • Argue for the influence of environment, culture and biology on the evolution of anatomically modern humans. • Describe typical examples of the evolution of anatomically modern humans such as lactose and gluten intolerance and understand the connection with cultural phenomena such as the domestication of animals and plants during the Neolithic Age. • Describe typical examples of the evolution of anatomically modern humans such as musculoskeletal disorders and dental crowding and understand the link with cultural phenomena. 																		
General Skills <i>Name the desirable general skills upon successful completion of the module</i>																		
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<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies • Decision-making 																		

- Exercise of criticism and self-criticism
- Producing free, creative and deductive thinking
- Generation of new research ideas
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Independent work
- Group work

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 • Evolutionary adaptations of modern humans
2	The significance of diet	<ul style="list-style-type: none"> • The diversification of the diet of the first hominins
3	Diet, biology and culture	<ul style="list-style-type: none"> • Diet as a key cultural and biological factor in human evolution • How Diet, diseases and pandemics affect demographic phenomena
4	The evolution of the body of modern humans	<ul style="list-style-type: none"> • How we evolved a large brain along with a large and slowly growing body.
5	The expansion of Homo sapiens	<ul style="list-style-type: none"> • How modern humans conquered the world by combining mental and physical strength
6	Progress, mismatch and "dysevolution" I	<ul style="list-style-type: none"> • The good and bad consequences of having Palaeolithic bodies in a post-Palaeolithic world I
7	Progress, mismatch and "dysevolution" II	<ul style="list-style-type: none"> • The good and bad consequences of having Palaeolithic bodies in a post-Palaeolithic world II
8	The adoption of agriculture and permanent settlement	<ul style="list-style-type: none"> • Gains and losses of the Neolithic transition • Modern times, modern bodies • The paradox of human health in the industrial era • Why too much energy can make us sick
9	Features in "disuse"	<ul style="list-style-type: none"> • Why we lose what we don't use • The hidden dangers of modernity and comfort • Why everyday innovations can harm us
10	New times, new habits	<ul style="list-style-type: none"> • Why does humans like to acquire new and harmful habits, such as shoes, reading and sitting in chairs? • Why do allergies occur more frequently in developed countries?
11	Can evolution be good or bad?	<ul style="list-style-type: none"> • The survival of the fitter • Can evolutionary logic help build a better future for the human body?
12	Essay Presentations	<ul style="list-style-type: none"> • Presentation of essays • Discussion of results based on modern methods and theories • Development of presentation and communication skills
13	Recap	<ul style="list-style-type: none"> • Recap and resolving questions • Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">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 style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory</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

<i>Education, in Communication with students</i>	<p>through the eClass platform</p> <ul style="list-style-type: none"> • 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 style="background-color: #f2f2f2;"><i>Activity</i></th> <th style="background-color: #f2f2f2;"><i>Workload/semester</i></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>Total</td> <td>120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	Total	120
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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 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

Greek:

1. Lieberman E. Daniel. (2015) Η ιστορία του ανθρώπινου σώματος. Υγεία, ασθένεια και φυσική επιλογή: το νέο πεδίο της εξελικτικής ιατρικής
2. Harari Yuval Noah. (2015) Sapiens - Μια σύντομη ιστορία του ανθρώπου

English:

1. John F. Hoffecker. (2015) Modern Humans. Their African Origin and Global Dispersal
2. Scott Solomon. (2016) Future Humans. Inside the Science of Our Continuing Evolution

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	C. PAPAGEORGOPOULOU
Contact details:	cpapage@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Laboratory work: 10% Essay (compulsory): 20% Essay Presentation: 10% Final written examination: 60%
Implementation Instructions: (3)	<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.

