

## COURSE OUTLINE

### PALEODEMOGRAPHY

#### 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>	8 <sup>TH</sup>
<b>COURSE TITLE</b>	PALEODEMOGRAPHY		
<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	4
<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, ENGLISH		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>			

#### 2. LEARNING OUTCOMES

<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>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand the basic principles and methods of paleodemography</li> <li>• become familiar with statistical tools for processing paleodemographic data</li> <li>• comprehend the possibilities and limitations of archaeological populations in interpreting results</li> <li>• reconstruct past life and lifestyles</li> <li>• understand the mechanisms of population evolution in the human species</li> </ul>
<b>General Skills</b>
<i>Name the desirable general skills upon successful completion of the module</i>
<i>Search, analysis and synthesis of data and information, ICT Use</i>
<i>Adaptation to new situations</i>
<i>Decision making</i>
<i>Autonomous work</i>
<i>Teamwork</i>
<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>
<i>Project design and management</i>
<i>Equity and Inclusion</i>
<i>Respect for the natural environment</i>
<i>Sustainability</i>
<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Critical thinking</i>
<i>Promoting free, creative and inductive reasoning</i>
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information, using the necessary technologies</li> <li>• Adaptation to new situations</li> <li>• Decision-making</li> <li>• Work in an interdisciplinary environment</li> <li>• Generation of new research ideas</li> <li>• Demonstration of social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Development of criticism and self-criticism</li> <li>• Promotion of free, creative and inductive thinking</li> </ul>

- Respect for diversity and multiculturalism

### 3. COURSE CONTENT

1	Knowledge/understanding.	The science of paleodemography. Modern developments and limitations.
2	Knowledge/understanding.	The cemeteries of the past and skeletal material.
3	Knowledge/understanding.	The study of population structure
4	Knowledge/understanding.	Mortality analysis
5	Knowledge/understanding.	Fertility analysis
6	Knowledge/understanding.	Migration
7	Knowledge/understanding.	The history of human health
8	Knowledge/understanding.	The prehistoric era
9	Knowledge/understanding.	The first health transition at the time of the Neolithic revolution
10	Knowledge/understanding.	The concentration of the population in cities. Epidemics and pandemics
11	Analysis/interpretation	The Black Death
12	Analysis/interpretation	The health transition during the Renaissance and the Enlightenment
13	Analysis/interpretation	Moving towards the modern era: the decline of pandemics, degenerative diseases and the diseases of human civilization.

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b></p> <p style="text-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 style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p style="text-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 style="text-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" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f2f2f2;">Activity</th> <th style="background-color: #f2f2f2;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>47</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>	Activity	Workload/semester	Lectures	39	Essay	30	Study and analysis of bibliography	47	Written examination	4	<b>Total</b>	<b>120</b>
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Essay	30												
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Written examination	4												
<b>Total</b>	<b>120</b>												
<p style="text-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</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>- Public Presentation: 10%</li> <li>- Laboratory Work: 10%</li> <li>- Assignment (mandatory): 20%</li> <li>- Final Written Exam: 60%</li> </ul> <p>Oral examination available upon student request</p>												

## 5. SUGGESTED BIBLIOGRAPHY

### Foreign:

1. Andrew T. Chamberlain.(2006) Demography in Archaeology
2. Robert D. Hoppa, James W. Vaupel.(2002) Paleodemography: age distributions from skeletal samples
3. Herring Ann, Swedlund A.C. (2003) Human Biologists in the Archives.

### Greek:

1. Larsen Clark Spencer. (2015) Βιοαρχαιολογία. Ερμηνεύοντας τη συμπεριφορά από τον ανθρώπινο σκελετό

## ANNEX OF THE COURSE OUTLINE

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

<b>Teacher (full name):</b>	K. ZAFEIRIS
<b>Contact details:</b>	<a href="mailto:kzafiris@he.duth.gr">kzafiris@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Public Presentation: 10% Laboratory Work: 10% Assignment (mandatory): 20% Final Written Exam: 60%
<b>Implementation Instructions: (3)</b>	<p><b>Laboratory Work (10%):</b> This component includes a report from students on their laboratory visits and practical exercises following lab protocols. The assessment focuses on students' practical skills, such as their ability to follow lab procedures accurately, and the clarity and completeness of the submitted report.</p> <p><b>Assignment (Mandatory) (20%):</b> This assignment prepares students for writing scientific research papers aimed at publication and for drafting their thesis. It involves a literature review and original data analysis. Evaluation centers on students' ability to review relevant literature, analyze data, and assess the quality, relevance, and originality of their work.</p> <p><i>The assignment topic will be chosen in collaboration with the instructor during the second lecture, ensuring adequate time for both preparation and presentation. The final assignment will be submitted to the instructor through the eClass platform.</i></p> <p><b>Public Presentation (10%):</b> This involves presenting the mandatory assignment in a PowerPoint format prepared by the student. The evaluation emphasizes students' ability to present their work clearly, respond to questions, and facilitate discussions.</p> <p><b>Final Written Exam (60%):</b> The final written exam assesses understanding of the course's core theories, concepts, and principles. It will be conducted in person on a date and time announced in advance, along with the duration and content outline of the exam.</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.