

COURSE OUTLINE

THE HISTORY OF HUMAN DIET

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	THE HISTORY OF HUMAN DIET		
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	4
<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

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"> • Clearly understand the concept of diet and its importance for the human body • Describe the main nutritional transitions and innovations in human history in relation to evolution and culture • know the methods of reconstituting nutrition through the analysis of ancient remains and understand their applications and limitations • Interpret data on ancient diets using advanced statistical tools • carry out independent literature research and basic laboratory work (sampling, analytical protocols) in the field of paleodiet reconstruction 																
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 • 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 to Biological Anthropology and Paleodiet	<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	Dietary Transitions in Human History: from the Neanderthals and the Neolithic Age to the Industrial Revolution	<ul style="list-style-type: none"> • Dietary practices of early forms of the genus homo • The influence of the Neolithic revolution on diet • Dietary changes during antiquity until the Industrial Revolution in relation to social and cultural developments.
3	The analysis of stable isotopes in bone and tooth collagen to reconstruct the diet of ancient populations	<ul style="list-style-type: none"> • Understanding basic isotope principles: what they are and their relation to diet and the human body. • Introduction to the function and storage of collagen in bones and teeth.
4	Paleodietary research in Greece with the analysis of stable isotopes	<ul style="list-style-type: none"> • Comparative approach of dietary habits of different archaeological periods through stable isotope studies • Discussion on the limitations of the analysis • Discussion on future approaches
5	Breastfeeding and weaning in ancient individuals and their impact on health, society and culture	<ul style="list-style-type: none"> • Breastfeeding and weaning: biological and social dimensions in ancient societies • Impact of weaning on children's health and survival • Cultural practices around breastfeeding and their social influences • Methods for reconstructing breastfeeding in archaeological populations
6	The analysis of proteins and genetic material in ancient dental calculus remains: results for paleodiet	<ul style="list-style-type: none"> • Protein and aDNA analysis of ancient dental calculus: techniques and methods • Interpretation of the results for the understanding of paleodiet • Impact of diet on the health and culture of ancient populations
7	Sampling and processing of samples in the field and laboratory	<ul style="list-style-type: none"> • Sampling and handling of osteoarchaeological samples in the field and laboratory • Sample processing techniques for isotope and dental calculus analysis • Protocols for extraction and analysis of collagen and proteins from human skeletal remains
8	Taphonomy, degradation and collagen preservation of ancient samples: modern methods of selection and analysis	<ul style="list-style-type: none"> • Taphonomic processes and their effects on the preservation of ancient collagen • Factors of deterioration of biological material in archaeological samples • Modern methods of selection, analysis and evaluation of collagen quality in ancient bone and teeth
9	Statistical methods for paleodietary reconstruction I: tools for data visualization and analysis	<ul style="list-style-type: none"> • Introduction to statistical methods for paleodietary data analysis • Visualisation of dietary patterns using graphs and multivariate analyses • Application of statistical tools for the interpretation of isotope and biomolecule data from ancient samples
10	Statistical methods for paleodietary reconstruction II: hypothesis testing	<ul style="list-style-type: none"> • Statistical techniques for investigating paleo hypotheses • Analysis of real examples from ancient dietary data • Applications of hypothesis testing in the study of isotopic

	through examples and applications	and molecular data
11	Statistical methods for paleo reconstruction III: complex models of analysis and interpretation	<ul style="list-style-type: none"> • Application of statistical models for the analysis of paleo data • Analysis of complex relationships between nutritional and environmental factors • Integration of data interpretation in relation to the archaeological context of the study populations
12	Presentations of written assignments	<ul style="list-style-type: none"> • Presentations in audience • Discussion of results based on modern methods and theories • Development of presentation and communication skills of research results
13	Recap	<ul style="list-style-type: none"> • Recap and resolving questions • Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p align="center">TEACHING METHOD</p> <p align="center"><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 align="center">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</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"> • 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 align="center">TEACHING ORGANIZATION</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 & 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">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td align="center">27</td> </tr> <tr> <td>Written examination</td> <td align="center">4</td> </tr> <tr> <td>Total</td> <td align="center">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 align="center">STUDENT EVALUATION</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>Presentation in audience: 10%</p> <p>Laboratory Report: 10%</p> <p>Written Assignment: 20%</p> <p>Final written examination: 60%</p> <p><i>Oral examination upon request</i></p>												

5. SUGGESTED BIBLIOGRAPHY

English:

1. Papathanasiou, A., Fox, S. C. & Richards, M. P. (2015) Archaeodiet in the Greek world: Dietary reconstruction from stable isotope analysis.

2. Ungar P. (2017) Evolution's Bite: A Story of Teeth, Diet, and Human Origins ISBN: 9780691160535

Greek:

1. Παπαγεωργοπούλου Χρ (επιμ.)(2016) Ειδικά θέματα σκελετικής ανθρωπολογίας, ταφονομίας και βιοαρχαιολογίας, ΗΛΕΚΤΡΟΝΙΚΑ ΑΚΑΔΗΜΑΪΚΑ ΣΥΓΓΡΑΜΜΑΤΑ ISBN: 978-960-603-468-8
 2. Βαλάκος Ε., Παπαγεωργοπούλου Χρ., Παυλάκης Π (2013) Βιολογική Ανθρωπολογία (author: Augustin Fuentes). Greek Publisher ΥΤΟΡΙΑ ISBN-13: 978-960-99280-9-0
- RELETFORDH. JOHN, ΤΟ ΑΝΘΡΩΠΙΝΟ ΕΙΔΟΣ. ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΒΙΟΛΟΓΙΚΗ ΑΝΘΡΩΠΟΛΟΓΙΑ Εκδότης: ΠΑΡΙΣΙΑΝΟΥ Α.Ε. ISBN:139789603942993.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	ESPA/Academic Fellow
Contact details:	
Supervisors: (1)	Yes
Evaluation methods: (2)	Laboratory Assignment: 10% Assignment (Mandatory): 20% Public Presentation: 10% Final Written Exam: 60%
Implementation Instructions: (3)	<p>Laboratory Assignment (10%): This assignment includes students' reports on their lab visits and practical exercises according to laboratory protocols. Evaluation focuses on students' practical skills, such as adherence to lab procedures, as well as the clarity and thoroughness of the submitted report.</p> <p>Assignment (Mandatory) (20%): This assignment prepares students for writing scientific research papers aimed at publication and for drafting their thesis. It includes a literature review and original data analysis. The evaluation focuses on students' ability to review relevant literature, analyze data, and assess the quality, relevance, and originality of their work.</p> <ul style="list-style-type: none"> • The assignment topic will be chosen in collaboration with the instructor during the second lecture to ensure sufficient preparation time for the assignment and presentation. The final assignment will be submitted to the instructor via the eClass platform. <p>Public Presentation (10%): This involves a presentation of the mandatory assignment through a PowerPoint file created by the student. Evaluation focuses on students' ability to present their work clearly, respond to questions, and facilitate discussions.</p> <p>Final Written Exam (60%): The final written exam assesses students' understanding of the core theories, concepts, and principles of the course. It will be conducted in person on a date and time announced in advance, along with the duration and content 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.

