

COURSE OUTLINE

BIOCULTURAL INTERPRETATIONS OF HUMAN ACTIVITY

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	BIOCULTURAL INTERPRETATIONS OF HUMAN ACTIVITY		
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

<p>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>																
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of the biocultural approach in bioarchaeology • Synthesise biological, historical and cultural evidence for the interpretation of bioarchaeological data • Understand the biological consequences of environmental, social, cultural and historical changes • Be aware of the potentials, limitations and prospects of bioarchaeology as a scientific field of anthropology • Develop and present issues in contemporary bioarchaeology in oral and written discourse 																
<p>General Skills <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>	
<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>																
<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 • The emergence, development and integration of the biocultural approach in bioarchaeology • The current state of bioculturally oriented bioarchaeological research • Interdisciplinary approaches in bioarchaeology
2	Exploring sex and gender in bioarchaeology	<ul style="list-style-type: none"> • Theoretical approaches to sex and gender in bioarchaeology • Understanding sex-related health patterns in the past • Sex differences and bioarchaeological interpretations
3	Bioarchaeological approaches to childhood	<ul style="list-style-type: none"> • Children in ancient societies • Difficult births, precarious lives • Weaning and nutritional stress • Children's lives in the past
4	The bioarchaeology of violence	<ul style="list-style-type: none"> • Since time immemorial? Violence in prehistory • Small-scale conflicts and everyday life • The structural violence of socio-economic inequalities • War • Ritual violence. Captivity, sacrifice and cannibalism
5	Theory and practice in the bioarchaeology of care	<ul style="list-style-type: none"> • Definition of health, illness and disability • Patient care in historical and archaeological sources • The biological basis for care behaviours • Survival with severe disability
6	Bioarchaeology of marginalized people	<ul style="list-style-type: none"> • Living on the margins • Marginalised burials • The recognition of "other" in the bioarchaeological archive
7	The bioarchaeology of urbanisation	<ul style="list-style-type: none"> • Early urban centres and the history of urbanisation • The bioarchaeology of urbanisation • Differences between rural and urban areas • The complexities of urban health and well-being
8	The bioarchaeology of migration	<ul style="list-style-type: none"> • Defining mobility and migration • Archaeological approaches • Migration in the bioarchaeological record
9	Bioarchaeology and climate change	<ul style="list-style-type: none"> • The Neolithic transition • A view from the prehistory of South Asia • What caused the fall of the Roman Empire?
10	On the spectrum of natural and man-made disasters	<ul style="list-style-type: none"> • Natural disasters: earthquakes, volcanoes and floods • Biological disasters: Epidemics and famines • Disasters from genocide and wars
11	Osteobiography. The bioarchaeology of individuality	<ul style="list-style-type: none"> • Prominent ancestors • Ancient travellers
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

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> Lectures Active learning (hands-on learning) - Experiential learning Collaborative learning 												
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <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"> 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 												
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> <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%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Total</td> <td style="text-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
<i>Activity</i>	<i>Workload/semester</i>												
Lectures	39												
Essay	50												
Study and analysis of bibliography	27												
Written examination	4												
Total	120												
STUDENT EVALUATION <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

<p>Greek:</p> <ol style="list-style-type: none"> Larsen Clark Spencer. (2015) Βιοαρχαιολογία. Ερμηνεύοντας τη συμπεριφορά από τον ανθρώπινο σκελετό <p>English:</p> <ol style="list-style-type: none"> Sabrina C. Agarwal, Bonnie A. Glencross (2011) Social Bioarchaeology Colleen M. Cheverko, Julia R. Prince-Buitenhuys, Mark Hubbe. (2020) Theoretical Approaches in Bioarchaeology Jane E. Buikstra. (2009) Bioarchaeology. The Contextual Analysis of Human Remains
--

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.

