

COURSE OUTLINE

ANTHROPOLOGICAL AND EVOLUTIONARY DEMOGRAPHY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	5 TH
COURSE TITLE	ANTHROPOLOGICAL AND EVOLUTIONARY DEMOGRAPHY		
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, ENGLISH		
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"> -to understand the basic principles of interdisciplinarity. -to understand the basic mechanisms of human population development -to understand the influence of various social, economic, cultural and biological factors on developing demographic characteristics: gender, agency, political economy and culture. -to know the evolutionary approach and the principles of physical anthropology and to understand the interpretative outline of demographic phenomena in this context. -to know and become familiar with various isolated human populations (isolates). -to recognise, interpret and evaluate the role of diversity in developing demographic characteristics. - to become capable of searching, analysing and synthesising data and information using the necessary technologies 																
<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>	
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<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 • Adaptation to new situations • Decision-making 																

- Work in an interdisciplinary environment
- Generation of new research ideas
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Development of criticism and self-criticism
- Promotion of free, creative and inductive thinking
- Respect for diversity and multiculturalism

3. COURSE CONTENT

1	Introduction	The concept of interdisciplinarity and multidisciplinary.
2	Introduction	The demographic transition as an example of an interdisciplinary approach.
3	Introduction	The anthropological perspective on the demographic characteristics of a population
4	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Gender
5	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Human Agency
6	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Political economy
7	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Culture
8	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Fertility in anthropological populations
9	Socio-cultural anthropology as an interpretative framework for demographic phenomena	Mortality and infanticide in anthropological populations.
10	Physical anthropology and evolutionary thinking as an interpretative framework for demographic phenomena	Introduction to evolutionary theory and its relationship with demography.
11	Physical anthropology and evolutionary thinking as an interpretative framework for demographic phenomena	Anthropological Demography and Human Evolutionary Ecology
12	Physical anthropology and evolutionary thinking as an interpretative framework for demographic phenomena	Genetic Evolutionary Demography
13	Physical anthropology and evolutionary thinking as an interpretative framework for demographic	Evolution of the human life cycle.

	phenomena	
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4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-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 style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</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"> • 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 style="text-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" 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;">36</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">5</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	36	Study and analysis of bibliography	40	Written examination	5	Total	120
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Total	120												
<p style="text-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>Final assessment at the end of the semester.</p> <p>Three-hour oral examination in Greek.</p> <p>Mandatory written assignment. The course is taught at two levels. At the first level, lectures are given by the instructor, where the phenomena under examination are analysed. After each lecture, a presentation of the student's work is made related to the previously presented topic.</p> <p>Grading percentage:</p> <p>Final exam: 70%</p> <p>Final assignment: 30%</p>												

5. SUGGESTED BIBLIOGRAPHY

<p>-Aaby P. (1998), Are men weaker or do their sisters talk too much? Sex differences in childhood mortality and the construction of biological differences. In: in Basu, A. and P. Aaby (eds.) The Methods and the Uses of Anthropological Demography, Oxford, Clarendon Press: 223-245.</p> <p>-Basu, A. and P. Aaby (1998). Introduction: Approaches to Anthropological Demography, in Basu, A. and P. Aaby (eds.) The Methods and the Uses of Anthropological Demography, Oxford, Clarendon Press, 1-21.</p> <p>-Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press</p> <p>-Bernardi, L. and I. Hutter (eds.) (2007 forthcoming). The Anthropological Demography of Europe, Demographic Research</p> <p>-Bledsoe, C. (2002). Contingent Lives, 396 pp. Chicago, the University of Chicago Press.</p> <p>Bledsoe, C. (1990). No success without struggle: social mobility and hardship for foster children in Sierra Leone. Man, New Series, 25(1), 70-88.</p> <p>-Bozon, M. (2006). The Contribution of Qualitative Methods to Demography, Demography. Analysis and synthesis, Vol 4 (ed. G. Caselli, J. Vallin, G. Wunsch), 731-744</p> <p>-Brettell C. (2003). Anthropology and Migration. Essays on Transnationalism, Ethnicity and Identity, pp. 238, New York, Altamira Press.</p> <p>-Burger, O., Lee, R. & Sear, R. (2024). Human Evolutionary Demography. Cambridge, UK: Open Book</p>
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Publishers, <https://doi.org/10.11647/OBP.0251>

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- Geertz, C. (2000[1973]). *The interpretation of cultures*, 480 pp. New York: Basic Books.
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ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	K. ZAFEIRIS
Contact details:	kzafiris@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
Implementation Instructions: (3)	Final assessment at the end of the semester. Three-hour oral examination in Greek. Mandatory written assignment. The course is taught at two levels. At the first level, lectures are given by the instructor, where the phenomena under examination are analysed. After each lecture, a presentation of the student's work relates to the previously presented topic. Grading percentage: Final exam: 70% Final assignment: 30%

(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.