

Course Outline: “6112 - Nutritional Anthropology”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	6112	SEMESTER	6th
COURSE TITLE	Nutritional Anthropology		
INDEPENDENT TEACHING ACTIVITIES in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>		2	3
COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific expertise		
PREREQUISITE COURSES	non		
LANGUAGE OF INSTRUCTION	Greek		
LANGUAGE OF EXAMINATION/ASSESSMENT	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/DND_U_254/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications’ Framework.</i> • <i>Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and</i> <p>APPENDIX B</p> <ul style="list-style-type: none"> • <i>Guidelines for writing Learning Outcomes</i> <p>Food is a deeply human activity. Language, and the human species itself, may have evolved from our desire to cook and share food. This module examines foods and diets from the late Paleolithic era to the present day. Nutritional Anthropology refers to the study of food and nutrition from evolutionary, behavioural, cultural and social perspectives, and how these interact to influence human nutrition. Food and eating are fundamental to human life and health and play profound roles in the construction of social bodies, from families and kinship groups to religious groups and states. Further, food mediates our relationships with non-human beings and surroundings. In this module, we emphasise that our reliance on food for nutritional sustenance is inseparable from food's social, cultural and ecological dimensions. As such, the transformation of food habits and food systems are a central part of human experiences and world histories. We explore cultural diversities and historical change in food production and distribution, eating, cooking and sharing, celebrating and prohibiting of food and drink. The goal of this course is to challenge you to think critically about food, and nutrition. In other words, to explore these topics from an anthropologic (biological and cultural) and scientific (method and hypothesis testing) approach. This course will focus on the evolution of the hominin diet, and the ecological and cultural factors shaping modern diets.</p> <p>Upon successful completion of the course the student will be able to:</p>
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1. Understands the basic methods, concepts and theories in anthropological and related approaches to the study of food
2. Critique and understand the role of food and nutrition in human adaptation.
3. Understand the relationships between cultural pressures, cultural environments, natural environments and nutrition.
4. Critically evaluate the social and environmental consequences of the evolution of nutrition over time

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies, Adapting to new situations

Decision-making

Individual/Independent work Group/Team work

Working in an international environment

Working in an interdisciplinary environment

Introduction of innovative research

Project planning and management

Respect for diversity and multiculturalism

Environmental awareness

Social, professional and ethical responsibility and sensitivity to gender issues

Critical thinking

Development of free, creative and inductive thinking

(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)

- Team work
- Working in an international environment
- Development of free, creative and inductive thinking
- Social, professional and ethical responsibility and sensitivity to gender issues
- Critical thinking
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism

3. COURSE CONTENT

Indicative:

1. Food choice
2. Theoretical approaches to the interpretation of food selection
3. History of world Agriculture
4. Food as a social event
5. Animal domestication and animal husbandry
6. Food in Antiquity
7. Cultural influences - Dietary rules and prohibitions
8. Industrial food
9. Food and sustainability
10. Genetically Modified Foods
11. Laboratory meat products "Lab-grown meat"

5. TEACHING METHODS - ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i>	in-class lecturing, distance guidance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	Communication with students via e-class	
COURSE DESIGN	Activity/Method	Semester workload

<p><i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc. The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	Lectures	24
	Individual and team Exercises	12
	Self-directed study	39
	Total	75
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>1. Written examination (90%) which includes :</p> <ul style="list-style-type: none"> - multiple choice- questions (MCQ) -short- answer questions <p>2. In class active participation and in class presentation of projects (Power point) (10%)</p>	

6. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

- 1) Matala A. Anthropology of Nutrition. Papazisi Publications, Athens, 2008.
- 2) Matala A. Nutrition and Culture. Biocultural Approaches to Food Choice, e-book/e-pub, Greek Academic and Electronic Books and Resources, 2015.
- 3) Antonia-Lida Matala & Asterios Chouliaras. Nutrition in the 21st Century: Geographies of Abundance and Deprivation. Papazisi Publications, Athens 2005.