

Course Outline: “6123 - Food History and Health”

1. General information

FACULTY/SCHOOL	Physical Education, Sport Science & Nutrition		
DEPARTMENT	Nutrition & Dietetics		
LEVEL OF STUDY	Undergraduate		
COURSE UNIT CODE	6123	SEMESTER	6th
COURSE TITLE	Food History and Health		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
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			
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)			

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: Συμβουλευτείτε το</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>It will explore the ways that food has shaped our society and health, and will examine issues like gender, famine, obesity and foodie fashions, as well as history of modern nutrition science. Students will be challenged to explore their own thoughts and philosophies around food. Topics such as vegetarianism, orthorexia, nutrition transition, Paleolithic diet and their relation with health will be also discussed.</p>															
<p>General Competences</p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Environmental awareness</i></td> </tr> <tr> <td style="border: none;"><i>Individual/Independent work Group/Team work</i></td> <td style="border: none;"><i>Social, professional and ethical 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>Development of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Introduction of innovative research</i></td> <td style="border: none;"><i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision-making</i>	<i>Environmental awareness</i>	<i>Individual/Independent work Group/Team work</i>	<i>Social, professional and ethical 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>Development of free, creative and inductive thinking</i>	<i>Introduction of innovative research</i>	<i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>
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<ul style="list-style-type: none"> • 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

<p>Indicative: History of selected foods in the Mediterranean basin History of modern nutrition science The changing notion of food History, evolution, and current understanding of dietary fat and health Role of carbohydrate consumption in human development Hunger and malnutrition in the 21st century Making progress on the global crisis of obesity and weight management Paleolithic diet Orthorexia Vegeterianism Nutrition Transition</p>

5. TEACHING METHODS - ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc..</i></p>	in-class lecturing, distance guidance	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	Communication with students via e-class	
<p>COURSE DESIGN <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>	<p>Activity/Method</p>	<p>Semester workload</p>
	Lectures	24
	Individual and team Exercises	12
	Self-directed study	39
	Total	75
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i> <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> <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 include : essays in selected topics</p> <p>2. In class active participation (10%)</p>	

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6. SUGGESTED BIBLIOGRAPHY

-Suggested bibliography:

Antonia Matalas & Asteris Houliaras. Nutrition in the 21st century: Geographies of abundance and deprivation. Eds Papazisis

Barry, Wendall, 'The Pleasures of Eating', *What Are People For? Essays* (Berkeley, 2010).

Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition, by DL Dufour, AH Goodman & GH Pelto, Oxford University Press, Second Edition Nutrition in the 21st century: geographies of abundance and deprivation, by Lida-Antonia Matalas, eds Papazisis

Klein, Jakob A. and James L. Watson (eds) (2016) *The Handbook of Food and Anthropology. London: Bloomsbury*. ISBN-13: 978-0857855947

Barry, Wendall, 'The Pleasures of Eating', *What Are People For? Essays* (Berkeley, 2010).