**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Human Sciences |
| **ACADEMIC UNIT** | Department of Mediterranean Studies |
| **LEVEL OF STUDIES** | Undergraduate |
| **COURSE CODE** | **AY-07** | **SEMESTER** | **7th**  |
| **COURSE TITLE** | ENVIRONMENTAL ARCHAEOLOGY: Osteoarchaeology- Archaeobotany |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | *specialised general knowledge* |
| **PREREQUISITE COURSES:** | None |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** |  |
| **COURSE WEBSITE (URL)** |  |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| With the successful completion of the course students should be able:- to recognize the relief of an area of geographical and geological maps and to choose materials for study (qualitative and quantitative methods)- to know and understand the systematic classification (taxonomy, taxa) and nomenclature of plant and animal kingdom - una to determine floral and faunal archaeological remains- to classify and compare the morphology and anatomy of organisms, in view of their identification and determination,- To rearrange the elements of osteoarchaeology, paleobotany, coastal geomorphology, pollen, dietary habits (palaeo-ethno-economy, paleodiet)- To classify, compare, differentiate palaeosoil, microfossils, stratigraphic sections, geographically spread organizations- to familiarize with microscopic technique examinations of osteoarchaeological and archaeobotanical remains (eg bones, vertebrae, nuts, seeds, wood, etc.) |
| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| * *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
* *Decision-making*
* *Working in an interdisciplinary environment*
* *Production of new research ideas*
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1. **SYLLABUS**

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| General special interdisciplinary methodological studies of the ancient environment and the position of the human in-beyond. Distinction of terrestrial-marine environments. Indicatively, there is cited a general plan that approaches the methodology of key sciences which are included in studies of environmental archeology.First of all, but separately, there are accessed while inquiring the inorganic environmental materials, such as minerals, rocks, sediments in conjunction with identification of the surrounding area, as with the aid of maps, instruments.Partially there are analyzed methodological approaches from different archaeological environmental sciences, including:1. Paleozoology: Chronological and evolutionary placement of the findings, based on morphological criteria. Taphonomy. Paleoecological significance of the origin of organisms elevating interpretations in the habitat residence, educing conclusions about the living habits-movements-migration. Distinctive contribution of the study of macrofauna, microflora. Comprises invertebrates –vertebrate (primarily skeletal) residues. Food-collection.2. Paleo(ethno)botany, archaeobotany: wild-domesticated plants. Imprintings of plants (in sediments, in artefacts). Residual finds that show the use of plants.The processing of plants. Charred remains. Integration of palaeo (ethno) botanical data within the excavations. Examples interpretations. Reconstruction of the paleoenvironment, domesticated crops, paleodiet, adaptation, agricultural development. Paleo (ethno) botanical techniques. Collection, extraction of macro-micro botanical remains. Identification and interpretation of macro-micro botanical remains. Creation of reference collections. Basic and specialized determination techniques. Interdisciplinary approaches (carpology, palynology, charcoal analysis).3. Principles of Paleoanthropology, Elements of Natural Anthropology-Paleopathology: History and human evolution, principles of comparative anatomy, pathology, bone recognition, data analysis, inventory, correlations. 4. Ancient environment change interpretations, based on stratigraphical, archaeobiological, chronological correlations.change |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face to face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Supplementary material in printed and electronic form |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* |

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| ***Activity*** | ***Semester workload*** |
| Lectures |  |
| Essays |  |
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| Course total  |  |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | EssayWritten exams at the end of the semester |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:****a) Basic Textbooks:****Liritzis Ioannis (2005) Archaeology and environment, Kardamitsa publ., Athens****b) Additional References:****Renfrew, C & Bahn, P (2001) Archaeology. Theories, Methods and Practice (Greek tansl. I. Karali-Giannakopoulou, Kardamitsa publ., Athens)**Karali Lilian (2005) Environmental Archaeology, Kardamitsa publ., Athens**Branch, Nick et al, 2005, Environmental Archaeology, Theoretical and Practical Approaches Oxford University Press, Oxford & New York**- Related academic journals:* |