**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | SCHOOL OF HEALTH SCIENCES | | | | |
| **ACADEMIC UNIT** | BIOLOGICAL AND TECHNOLOGICAL APPLICATIONS | | | | |
| **LEVEL OF STUDIES** | UNDERGRADUATE | | | | |
| **COURSE CODE** | ΒΕΕ714 | **SEMESTER** | | **7th -9th** | |
| **COURSE TITLE** | ETHOLOGY - BIOLOGY | | | | |
| **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  Skills development | | | | |
| **PREREQUISITE COURSES:** |  | | | | |
| **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* | |
| Students are expected to:   * Objectively understand the different views that have been developed about how human behavior has been determined by biology, as well as by the environment and culture. * Recognize those similarities and differences between humans and primates that prove their relation and common genetic base along with their differentiation through evolution. | |
| **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…*  *…….* |
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1. **SYLLABUS**

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| * The relationship between heredity-environment and human social behavior through the evolution process is explored * Behaviors of animals compared to human behavior through natural selection are studied * Definition of Ethology (comparative psychology) * Instincts and learning – Permanent action models – engraving * Senses – (touch, sound signals, olfactory signals, vision) * Stimuli and signals (pump or trigger type), inherent mechanism of detachment * Self-space, the meaning of personal vital space * Mimetism as a phenomenon of natural self protectiveness * Social organization (social insects, dominant and submissive animals) * Plasticity in the social organizing of higher mammals * Communication (complicated forms of communication) * Group hunting * Mechanisms to avoid overpopulation (ideal size of population, cannibalism, migrations) * Migrations (seasonal, permanent) * Altruism (selfless altruism, interrelated altruism) * Infanticides and cannibalism (gerontofagia, sexual cannibalism) * Sexuality: evolution, reproduction and sex. Sex biology, genders battle, selection made by female, bisexuality, prostitution, incest, polygamy and monogamy, sperm competition, Coolidge phenomenon, similarities and differences between monkey and human sexuality * Emotions (friendship, death, maternal affection) * Play and socialization * Use of tools * Symbolic language in monkeys * Aggressiveness (peacemaking demonstrations, effect of social experiences in aggressiveness) * Socio-Biology (social behavior in natural selection) * Biology of beauty and allurement * Neoteny |

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

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| **DELIVERY** *Face-to-face, Distance learning, etc.* |  |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* |  |
| **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* | |  |  | | --- | --- | | ***Activity*** | ***Semester workload*** | | Lectures | Total hours of lectures per semester: 39 | | Small personal or group assignments |  | |  | Study hours for preparing before the course: 15 | |  | Hours for meetings with the teacher: 5 | |  | Study hours for preparing for exams: 40 | |  |  | | Course Total | ***99 hours*** | |
| **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.* | Optional essay/report 20%  Written examination (summative to essay/ report) 80%  Written examination (without essay/report) 100%  Research assignment for ERASMUS students 100% |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*  *- Related academic journals:*  -Καφετζόπουλος, Ε. (1999) Εισαγωγή στην Εξελικτική βιολογία. Αθήνα: Κάτοπτρο.  -Κούρτοβικ, Δ. (1998) Συγκριτική Ψυχολογία (Ηθολογία). Αθήνα: Ελληνικά Γράμματα.  -Κριμπάς, Κ. (2007) Κοινωνιοβιολογία. Αθήνα: Κάτοπτρο.  -Ροδάκης, Γ. (2001) Εισαγωγή στην εξελικτική βιολογία. Αθήνα: Λίτσας.  -Burt, A., Trivers, R. (2006) Genes in conflict: The biology of Selfish Genetic Elements.  -Cambridge MA: Belknap Press of Harvard University. |