**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Health Sciences | | | | |
| **ACADEMIC UNIT** | Department of Biological Applications & Technology | | | | |
| **LEVEL OF STUDIES** | Uundergraduate | | | | |
| **COURSE CODE** | BEE719 | **SEMESTER** | | 7th , 9th | |
| **COURSE TITLE** | CULTURAL ECOLOGY | | | | |
| **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** |
| Lectures | | | 3 | | 4 |
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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** | No | | | | |
| **COURSE WEBSITE (URL)** | https://ecourse.uoi.gr/ | | | | |

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* | |
| The aim of this course is that students:  (a) Understand the environment as the result of a long relationship with human civilization  (b) Realize the current biodiversity as a result of the long coexistence of man and Nature, particularly in Mediterranean ecosystems  (c) Be familiar with modern approaches to Conservation, which incorporate cultural values, local worldviews and locally adapted management systems  (d) Appreciate Nature as a concept related to social and cultural construction of the natural environment  (e) Comprehend the value of interdisciplinary approaches in Science  After the course students will be (*according to the descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning*):  (a) Able for a critical understanding of theories and principles concerning Nature  (b) Aware of highly specialized knowledge about Cultural Ecology, Local Ecological Knowledge, Participatory Conservation and other related issues as the basis for original thinking and/or research  (c) Understanding knowledge about the subject of Nature/ People relationship at the most advanced frontier of work/study and at the interface between fields | |
| **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…*  *…….* |
| 1. Search for, analysis and synthesis of data and information, with the use of the necessary technology 2. Team work 3. Working in an interdisciplinary environment 4. Working in an international environment 5. Production of new research ideas 6. Respect for difference and multiculturalism 7. Respect for the natural environment | |

1. **SYLLABUS**

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| *The term Cultural Ecology emerged from the teachings of Julian Steward (1902-1972) and it was initially referred to the process by which a society is adapted to its environment. However today we are not talking about people's adaptation to specific environments, rather than about conceptualizations of Nature, as well as its social and cultural construction. In this context, the science of Cultural Ecology studies the relationship of specific societies with their natural environment and the life forms and ecosystems that this supports.*  The course consists of the following topics:   1. Nature - Culture relationship: history and definitions 2. Τhe idea of Nature: Major milestones and theories 3. Ethno biology; Introduction, methods and implementations. I.e. Non Timber Wood Products in Europe: Re thinking management 4. Ethno botany, Ethno ornithology, Ethno mycology: A common ground for Biology and Anthropology 5. Anthropogenic biodiversity: (A) Histories of cultivated plants and domesticated animals in Mediterranean ecosystems (B) Human - Animal relationship in past and present 6. Cultural landscapes 7. Local management systems: The example of the Sacred Natural Sites 8. Sacred Forests and Ancient trees: A common ground for the conservation of Nature and Culture 9. From the "lost Eden" to Yellowstone: Theories about Nature Conservation 10. Conflicts, participatory conservation practices and new visions in Biodiversity Conservation, i.e. the concept of "*re wilding*" |
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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* | Use of Power-point presentations for lectures and students work  Posts for the course in E-course  Announcements at the Department’s website  Direct communication with students through e-mail  Use of Google sharing facilities for sharing information |
| **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 | 30 | | Interactive teaching | 15 | | Study and analysis of bibliography | 15 | | Essay writing | 30 | |  |  | |  |  | |  |  | | Course total | 100 | |
| **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.* | Language of evaluation: Greek  Method of evaluation:  I. Written test (70%)  [open-ended questions]  II. Essays and public presentation (30%) |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*  *- Related academic journals:*  1. Book:  Suggested (in Greek):   1. Μποτετζάγιας, Ι. 2010. Η ιδέα της φύσης. Απόψεις για το περιβάλλον από την αρχαιότητα μέχρι τις μέρες μας. Κριτική, Αθήνα. 2. Rackham, O and Moody J. 2015. Η δημιουργία του κρητικού τοπίου. 3. Στάρα, Κ. και Βώκου, Δ, 2015 (Επιμ). Πακέτο δραστηριοτήτων περι­βαλλοντικής εκπαίδευσης: “Τα αιωνόβια δέντρα, οι αξίες τους και η σημασία τους για τη διατήρηση της βιοποικιλότητας". Πανεπιστήμιο Ιωαννίνων, Ιωάννινα.   2. Research papers and Reviews available on the internet.  3. Formation of educational and other relevant websites.  Suggested (in English):   1. UNESCO Cultural landscapes http://whc.unesco.org/en/culturallandscape/ 2. Sacred Natural Sites http://sacrednaturalsites.org/ |