Universidad Europea ANDALUCÍA

1. BASIC INFORMATION

Course	Anthropology and History of Dentistry
Degree Program	Degree in Dentistry
School	Facultad de Ciencias Biomédicas y Deporte
Year	1st
Credits (ECTS)	3 ECTS
Credit type	Obligatory
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S1
Academic year	2025-2026
Coordinating professor	

2. PRESENTATION OF THE COURSE

The subject Anthropology and History of Dentistry makes a significant contribution to the comprehensive education of dentists who aspire to excellence in their professional practice. In addition to examining the social and cultural evolution of disease and the origins and development of the dental profession, students will explore key events and influential figures whose contributions have shaped modern, high-quality dentistry. All of this is analyzed from both a social and humanistic perspective.

3. LEARNING OUTCOMES

Knowledge:

CON01. Know the essential elements of the dental profession, including ethical principles and legal responsibilities.

- Define the field of dentistry as a science and as a profession.

CON04. Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.

- Reproduce analytical knowledge of information on the practice, practice and teaching of the profession, as well as its relationship with cultural and social aspects.

- Describe the main events that have occurred in the historical evolution of dentistry and their influence on current dental practice.

Competences:

CP67. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents involved in communication in the academic and professional environment.

CP71. Integrate analysis with critical thinking in a process of evaluation of different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENTS

The contents of the course/module are listed below:
- Introduction to the History of Dentistry. Pre-scientific and scientific medicine.
- Teaching, practice, care and practice of the profession. Clinical practice and professional ethics.
- Epochs and periods in the historical evolution of dentistry.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Lectures.
- Cooperative learning.
- Project-based learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	18
Practical seminars	2
Oral presentations	1
Report writing	5
Research and projects	14
Independent working	30
Debates and colloquia	1
Academic advising	3
In-person assessment tests	1
TOTAL	**75**

7. CONTINOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	50-60%
Oral presentations	5-10%
Report writing	10-20%
Research and projects	10-35%

In the Virtual Campus, when you access the corresponding course/module you will find information regarding the evaluation systems, including the due dates and the procedures applicable to each of them.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Date
In-person assessment tests	Feb 2026
Oral presentations	Jan 2026
Report writing	Nov 2025
Research and projects	Jan 2026

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. REFERENCES

The reference work for the follow-up of the course is:

- Sánchez González, MA. 1999. *Historia, teoría y método de la Medicina: introducción al pensamiento médico*. Masson.

- Ring, M. 1989. *Historia ilustrada de la Odontología*. Doyma.

- Sanz Serrulla, J. 2021. *Historia de la Odontología Española*. CEU Ediciones.

Recommended references are listed below:

- Laín Entralgo, P. 1978. *Historia de la Medicina*. Salvat.

- López Piñero, JM. 1998. *Antología de clásicos médicos*. Tricastela.

- López Piñero, JM. 2002. *La medicina en la historia*. La Esfera de los libros.

- López Piñero, JM. Terrada Ferrandis, ML. 1990. *Introducción a la terminología médica*. Salvat.

- López Piñero, JM. Terrada Ferrandis, ML. 2000. *Introducción a la medicina*. Crítica.

- Riera, J. 1985. *Historia, medicina y sociedad*. Pirámide.

- Sánchez González, MA. 1999. *Historia, teoría y método de la Medicina: introducción al pensamiento médico*. Masson.

- González Iglesias, J. 1994. *Historia de la Odontoestomatología española*. Avances.

- Ember, CR. Ember, M. 1997. *Antropología Cultural*. Prentice Hall.
- Harris, M. 1998. *Introducción a la Antropología General*. Alianza.
- Hoffmann-Axthelm, W. 1981. *History of Dentistry*. Die Quintessence.
- López Piñero, JM. 1990. *Lecciones de Historia de la Odontología*. Universidad de Valencia.
- Ring, M. 1989. *Historia ilustrada de la Odontología*. Barcelona. Doyma.
- Sanz Serrulla, J. 1999. *Historia General de la Odontología Española*. Masson.
- Sanz Serrulla, J. 2021. *Historia de la Odontología Española*. CEU Ediciones.
- Sanz Serrulla, J. 2001. *Diccionario histórico de dentistas españoles*. Sanofi- Synthelabo.

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.