

1. BASIC INFORMATION

Course	Anthropology and history of dentistry
Degree program	Dentistry degree
School	Health & biomedical sciences
Year	First
ECTS	3 ETCS
Credit type	basic
Language(s)	Spanish/English
Delivery mode	In-person
Semester	First & second semester
Academic year	2025/2026
Coordinating professor	M ^a Jesús Pardo Monedero

2. PRESENTATION

The course of Anthropology and History of dentistry contributes to get an integrated formation in the field of dentistry. This formation will be necessary to achieve a professional “excellence”.

Besides studying the social and cultural evolution of disease and the development of the dental profession, the student will examine the most important events and main authors whose achievements have contributed to the development of modern dentistry. All of the above will be analyzed not only from a social but also from a humanistic view.

The course of Anthropology and History of Dentistry is taught in Spanish and English and it is a compulsory subject within the Bachelor’s degree in Dentistry corresponding to the first course and with a value of three ECTS credits.

3. LEARNING OUTCOMES

Knowledge

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

CON02 Understand the importance of these principles for the benefit of the patient, society and the profession, with special attention to profesional secrecy.

CON03 Understand and recognise the social and psychological aspects relevant to the treatment of patients.

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

CON08 Understanding of the basic biomedical sciences on which dentistry is based to ensure correct oral-dental care.

Subject-specific knowledge

- Define the field of dentistry as a science and as a profession.
- Describe the main events that have occurred in the historical evolution of dentistry and their influence on the evolution of Dentistry in the development of dental practice today.
- Recognise that the patient is the centre of attention and that all interactions should be in the patient's best interest, avoiding any kind of discrimination and respecting patient confidentiality.

Skills

HAB05 Know the scientific method and have the critical capacity to evaluate established knowledge and new information. Be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

Subject-specific skills

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

Competences

CP44 Integrate analysis with critical thinking in a process of evaluating different professional ideas or possibilities and their potential for error, based on objective evidence and data leading to effective and valid decisionmaking.

4. CONTENT

. Introduction. History of health sciences. History of dentistry; current situation.

- Medical and dental terminology. Origin and evolution. Eponyms. Acronyms and onomatopoeias. Eponyms in dentistry.
- Professional ethics. General concepts. Bioethics. Historical development of profesional ethics. Informed consent.
- Dental anthropology. Palaeodontology. Prehistoric dentistry. Dental anthropology: general concepts. Dental development and evolution, stages.
- Dentistry in archaic cultures.
- Dentistry in pre-Columbian America.
- Classical cultures. Dentistry in Greece. Dentistry in Rome and Etruria.
- Dentistry in the Middle Ages. The Middle Ages in the East: Dentistry in Byzantium. Dentistry in the Islamic World. Hispano-Arabic Dentistry.
- The European Middle Ages. Dentistry during the Spanish Middle Ages.
- Renaissance. Dentistry during the Spanish Renaissance.
- The 17th century.
- Dentistry during the 18th century
- Dentistry in the 19th century.
- The 20th century
- Dental care in Spain.
- Concept of profession. Historical development. History and sociology of the paraodontological professions.
- Dental journalism.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- MD1 Master class
- MD2 Case method
- MD3 Cooperative 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
AF1 Master Class	21.5
AF2 Application seminars practical	3
AF7 Research and projects	5
AF10 Autonomous work	42.5
AF12 Evaluation tests face-to-face	3
TOTAL	75

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
SE1 On-site evaluation tests	50%
SE2 Oral presentations	10%
SE3 Reports and written papers	20%

SE4 Case/problem	20%
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When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

In order to pass the course in the ordinary exam session, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course. However, this grade will only be valid if the minimum requirements established for each of the assessable blocks have been met, as indicated in the learning guide. This means that, even if the weighted average is equal to or higher than 5.0, the subject will not be passed if any of the parts have not reached the minimum grade required.

In any case, it will be necessary to obtain a grade higher or equal to 5.0 in the final exam, so that it can be averaged with the rest of the evaluable activities that have been passed according to the criteria established in the learning guide.

Furthermore, in order to take the final exam, you must have attended at least 50% of the scheduled classes and activities, as established in the course guide. This requirement applies regardless of whether the absences are justified or not. If the percentage of absences exceeds this limit, they cannot be justified in any case and this will imply the impossibility of passing the subject in that call.

7.2. Second exam period

In order to pass the course in the extraordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 5.0 in the final exam, so that it can be averaged with the rest of the evaluable activities.

Depending on the parts not passed in the ordinary exam, you will have to make up those that have not reached the minimum grade required:

- If you have not passed the theory exam, you will have to repeat this test in the extraordinary call.
- If you have not passed the practical part of the subject (practical exam), you will have to take it again, according to the indications of the course professors.
- If any of the continuous assessment activities (theoretical or practical) have not been passed or were not presented in the ordinary exam, you must complete them in person during the follow-up period, at the established times. These activities may coincide with the original ones or be replaced by others, at the discretion of the professors.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Terminology Week 2 (date according to group)	Week 2 (date according to group)
Activity 2. Film forum. Middle Ages	Week 6 (date according to group)
Activity 3. Trivia of previous contents	Week 7 (date according to group)
Activity 4. Delivery of report. Events and figures	Week 11
Activity 5. Professional ethics.	Week 13 (date according to group)
Activity 6. Oral presentation.	Weeks 12-15. Date according to schedule.
Activity 7. Objective test	Week 17-18 (date to be determined).

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

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Sánchez González, MA. (1999). Historia, teoría y método de la Medicina: introducción al pensamiento médico. Barcelona. Masson.
- Ring, M. (1989). Historia ilustrada de la Odontología. Barcelona. Doyma.
- Sanz Serrulla, J. (2021). Historia de la Odontología Española. Madrid. CEU Ediciones.

The recommended Bibliography is:

- Laín Entralgo, P. (1978). Historia de la Medicina. Barcelona. Salvat.
- López Piñero, JM. (1998). Antología de clásicos médicos. Madrid. Tricastela.
- López Piñero, JM. (2002). La medicina en la historia. Madrid. La Esfera de los libros.
- López Piñero, JM. Terrada Ferrandis, ML. (1990). Introducción a la terminología médica. Barcelona. Salvat.
- López Piñero, JM. Terrada Ferrandis, ML. (2000). Introducción a la medicina. Barcelona. Crítica.
- Riera, J. (1985). Historia, medicina y sociedad. Madrid. Pirámide.
- Sánchez González, MA. (1999). Historia, teoría y método de la Medicina: introducción al pensamiento médico. Barcelona. Masson.
- González Iglesias, J. (1994). Historia de la Odontoestomatología española. Madrid. Avances.

- Ember, CR. Ember, M. (1997). Antropología Cultural. Madrid. Prentice Hall.
- Harris, M. (1998). Introducción a la Antropología General. Madrid. Alianza.
- Hoffmann-Axthelm, W. (1981). History of Dentistry. Chicago. Die Quintessence.
- López Piñero, JM. (1990). Lecciones de Historia de la Odontología. Valencia. Universidad de Valencia.
- Ring, M. (1989). Historia Ilustrada de la Odontología. Barcelona. Doyma.
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- Sanz Serrulla, J. (2001). Diccionario histórico de dentistas españoles. Madrid. Sanofi- Synthelabo

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.