General Description
Of the ten deadliest disasters in the past century, six were due to or related to earthquakes; massive flooding and storms caused the remaining four. Over the last century more than 50 million deaths have been caused by natural disasters. What does this mean? Why does this happen and how are agencies working towards preparedness? This course investigates physical aspects of natural hazards that affect people and society. We will focus on the natural systems and processes that cause floods, earthquakes, volcanoes, landslides, hurricanes, tornadoes and other natural disasters. The course includes a discussion of major events in the geologic and historical record as well as future hazard potential and how Geographers are working toward understanding these issues and developing strategies for mitigation and adaptation. We look at the risks humans face in different regions, including local hazards, our contribution to geologic hazards, and how we can minimize and cope with future events. In addition to our classroom discussions and lectures we will evaluate hazards that have developed or may develop in southwestern Ontario. Although the probability of the more typical types of hazards (e.g., earthquakes, volcanic eruptions) is low, there are other types of hazards that need to be taken into consideration with respect to individual and community preparedness in Ontario and other parts of Canada. We will also spend time discussing and analyzing the ways in which risk is assessed and managed by insurance companies and emergency response agencies.

Calendar Description
This course investigates physical aspects of natural hazards that affect people and society and will focus on the natural systems and processes that cause climate variability and change, floods, earthquakes, volcanoes, landslides, hurricanes, tornadoes and other natural disasters. There are no prerequisites, corequisites or restrictions for this course.

Learning Objectives
This course aims to introduce and enhance the learning objectives identified by the University of Guelph and Department of Geography. Specifically, in this course students will:

- Develop a comprehensive depth and breadth of understanding of the core concepts and principles that dictate earth hazards. Students will evaluate the earth as an integrated system by examining dynamic flows, interactions and exchanges at different spatial and temporal scales.
- Critically and independently recognize, synthesize and evaluate diverse sources of knowledge, arguments and approaches pertinent to exploring elements of geoscientific problems.
• Appreciate and begin to reflect critically on the importance of holistic, integrative human-environment perspectives.
• Investigate complex real world challenges using appropriate concepts, methods, and tools from the geographical sub-disciplines.
• Recognize and identify the societal relevance of geographical knowledge and apply it to real world human-environment issues.
• Value respectful, responsible, and just community engagement and demonstrate active citizenship when addressing human-environment issues.

**Overview of Course Content and Organization**

We will have one lecture each week, the content we will explore include the following:

- Plate Tectonics, Earthquakes and Volcanoes
- Tsunamis
- Weathering, Slope Stability and Mass Movements
- Severe Weather: Thunderstorms, Tornadoes and Hurricanes
- Rivers and Flooding
- Climate Change: past, present and future
- Asteroids, Impacts, Extinction Events

Lectures will include in-class activities, multi-media presentations, group discussions and in-class assignments. Each week students will complete an online quiz based on the lecture and assigned readings for that week, students are responsible for preparing and completing these quizzes in the timeframe stipulated. There are two short assignments during the term based on recent or notable hazards. Please refer to the materials related to these assignments for more details and deadlines.

**Learning Services for First Year Courses**

Although many of you may not be first year students, because this course is designated as a first-year course there are additional resources available to you. Learning resources for first-year students at the Library and Learning Commons. They offer free services to help you succeed in first year courses at the University of Guelph.

These opportunities include:

- meeting with a peer helper to talk about study strategies or your writing assignments
- attending Supported Learning Groups
- getting assistance finding journal articles and books
- registering for academic workshops

For more information please visit the Library website or ask me to direct you to someone at the Library and Learning Commons. Library website → www.lib.uoguelph.ca
Textbook

Any introductory Natural Hazards textbook (CANADIAN edition) written in the last 3-4 years is sufficient – I urge you to find the most cost effective option and make use of the reserve copies in the library. Keller et al., has been used for a number of semesters, there should be used copies available.

Finally, I do NOT RECOMMEND purchasing an access ID or subscription MasteringGeology™, I am satisfied that students can be successful using the textbook as suggested in the lectures/reading schedule. Moreover, I find that sometimes the features associated with MasteringGeology™ focus on themes tangential to the principles and primary concepts we will use in GEOG*1350. However, if you are interested in this tool and/or have found this type of tool useful in the past, please do whatever will help you to be the most successful.

CourseLink Page
There is a course webpage on CourseLink. To access this resource use your central account ID and password. This is the same login ID and password that is used to access your University of Guelph email and WebAdvisor. CourseLink can be accessed from the University's homepage.

Evaluation
The final grade will be assessed from weekly review quizzes completed online (10%), two assignments (15% each, 30% total), and three tests spaced throughout the term (60%). Quizzes and tests are based on information presented and discussed in lectures, assigned readings and assignments. The first test is in week 4, second test is in week 8 and the final test (non-cumulative) is scheduled during the university exam period.

Students with a documented conflict for any tests need to see me at least one week prior to arrange an alternative exam.

Weekly Quizzes – 10%, completed online
The weekly quizzes are an incredible opportunity for students to review and ‘test’ themselves on the relevant material at a relatively frequent pace. The quizzes in total are worth 10% of the final grade in the class. The quizzes are used to incentivize engagement with the course material one more time. So if you skim the readings before class, attend class and take helpful notes along the way, read the assigned readings, review your notes each week that is approximately four points of engagement with the material. Adding the quiz makes it five points. I think these points of engagement with the material are vital to an in-depth and comprehensive understanding of complex concepts. So the quizzes might feel like extra work – and they should – because the whole point was to get you to engage with the material one more time. Furthermore, the quiz questions help me to gauge student comprehension and usually reflect the most important or challenging ideas and concepts covered during that week. Finally – quiz questions are often re-used on the exams – so in case you needed one more reason to pay attention to them, they will likely help you out with the tests.

Assignments – 15% each, 30% total
These assignments are an opportunity for you to demonstrate to us that you understand key concepts. The first assignment is a creative, non-fiction writing assignment based on a specific type of hazard
The second assignment is a *visual* representation of a public safety announcement for a severe weather hazard (details in assignment sheet).

**Student Responsibilities**

It is in your best interest as a student to attend lectures, complete assignments and readings. Late assignments will be penalized at the rate of 25% per day. Students whose assignments are late because of a valid medical reason, family emergency or other reason accepted by me will not be penalized. It is expected that you are respectful of each other, the teaching assistants and the course instructor (i.e., if you wish to talk with your friends, update Facebook, or use your phone, please do so outside of class).

**Course Schedule Winter 2017, Lectures and Readings (Keller et al., 2015)***

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic(s)</th>
<th>Reading</th>
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</table>
| 1    | o Class overview, quizzes, exams, assignments  
 | o Hazards and Risk  
 | o Plate Tectonics and Earth’s structure  
 | o Earthquakes and faults    
 | o  Ground motion and damage control | Chapters 1-3 |
| 2    | o Earthquake predictions  
 | o Haiti Earthquake  
 | o Sendai Earthquake  
 | o The next BIG event  
 | o Tsunamis  
 | o Alaskan, Indonesian and Sendai tsunamis | Chapters 3-4 |
| 3    | o Volcanoes – types, products, forces  
 | o Hazards and perceived risks  
 | o Volcanic environments and case studies | Chapters 5 |
|      | Time permitting, Test 1 review | |
| 4    | EXAM 1 – Chapters 1-5, Lectures 1-3, 7-8pm (exam) in class, Lecture 4 begins at 8:20 pm | |
|      | o Mass Wasting  
 | o Strength and friction  
 | o Types of motion, avalanches – special type | Chapter 6  
 |     | Chapter 7 |
| 5    | o Mass Wasting continued  
 | o Subsidence – karst landscapes, sinkholes, clays  
 | o Cold regions | Chapters 6-8 |
| 6    | o Subsidence continued | Chapters 8, 12 |
| 7    | o Coastal environments and hazards | |
| 8    | EXAM 2 - Ch 6-9 & 12, Lectures 4-7, 7-8pm (exam) in class Lecture 8 begins at 8:20 pm  
 | o Weather and Climate (introduction to next 3 lectures)  
 | o Atmospheric Processes  
 | o Energy & heat transfer, Earth’s energy balance  
<p>| o Atmospheric composition &amp; structure | Ch 10 (10.1-10.4) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic(s)</th>
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<tr>
<td>9</td>
<td>o Weather Processes</td>
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<td>o Fronts and front development</td>
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<td>o Hazardous Weather</td>
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<td></td>
<td>o Cyclones, thunderstorms, super cells, tornadoes</td>
<td>Chapter 10</td>
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<td></td>
<td>o Ice Storms</td>
<td>continued</td>
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<td></td>
<td>o Hurricane Katrina</td>
<td>Chapters 11, 13</td>
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<td></td>
<td>o Wind &amp; dust storms</td>
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<td></td>
<td>o Wildfires (sub-section of severe weather)</td>
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<td>10</td>
<td>o Past Climate Variability</td>
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<td></td>
<td>o Global climate dynamics -&gt; cycles in earth's climate</td>
<td>Chapter 14</td>
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<td></td>
<td>o Icehouse-Greenhouse cycles</td>
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<td></td>
<td>o Milankovitch and cycles within the last ~3 mya</td>
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<tr>
<td>11</td>
<td>o Recent Climate Variability – Anthropogenic Changes</td>
<td>Chapter 14 cont</td>
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<td></td>
<td>o Hazards associated with climate change</td>
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<td>o Minimizing impacts of cc</td>
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<td>o Atmosphere – review</td>
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<tr>
<td>12</td>
<td>o Hollywood’s favorite – impact events</td>
<td>Chapter 15</td>
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<td></td>
<td>o Assessing risk – increasing the risk and potentials</td>
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<td>o Time permitting Test 3 review</td>
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*The schedule may change or be adjusted depending on our progress*

**TEST Dates:**

Test 1 – Wk 4, in-class, 20% → 7-8pm, class resumes at 8:20pm
Test 2 – Wk 8, in-class, 20% → 7-8pm, class resumes at 8:20pm
Test 3** Scheduled during the final exam period

*The not so small, small print. Please read and understand the following University-wide policies*

**E-mail Communication**

As per university regulations, all students are required to check their <@uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Drop Date**

The last date to drop one-semester courses, without academic penalty, is March 10, 2016. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.
**Copies of out-of-class assignments**
Keep reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email SAS@uoguelph.ca or see the Student Accessibility Services website.

**Academic Misconduct**
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**Recording of Materials**
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations, which apply to undergraduate, graduate and diploma programs.