Administrative Unit: Science Department
Course Prefix and Number: ENVS 223
Course Title: Environmental Hazards

DIGITAL DESCRIPTIONS

STUDENT DESCRIPTION: PAY-HOUR DESCRIPTION:
# Cr Hrs - # Lec Hrs - # Lab Hrs Total # = Lec Hrs + Lab Hrs
3 - 3 - 0 3 = 3 + 0 X 2/3

Catalog Description: Introduction to environmental hazards and disasters. Emphasis on causes of extreme natural events, their geographic distribution, and human responses/adjustments. Cross-listed as GEOG 223. Prerequisite: GEOG 101.

Prerequisites/Corequisites: GEOG 101.

Text: Introductory texts such as:
(d) Ebert, C. Disasters: An Analysis of Natural and Human-Induced Hazards, Kendall/Hunt, 2000.

Course Objectives: Upon completing this course, students should be able to:
1. Summarize the physical processes that result in extreme natural events;
2. Demonstrate knowledge of the characteristics of extreme events and the various impacts they can have on the human system;
3. Explain the range of responses and adjustments to extreme events and the choice process; and
4. Summarize the factors affecting government policies and responses for mitigating the effects of extreme events.

Topical Outline:
I. Definitions and National/International Trends
II. Models of Individual Choice/Response
III. Models of Collective Choice/Response
IV. National Disaster Policies
V. Geologic Hazards: Earthquakes, Volcanos, Landslides and Avalanches
VI. Hydrologic Hazards: Floods, Tsunamis, Storm Surges
VII. Atmospheric Hazards: Tornadoes, Hurricanes, Lightning, Dust Storms, Droughts
VIII. Biospheric Hazards: Forest Fires, Plagues
IX. Disasters, Myths and History

Recommended maximum class size for this course: 30

Prepared by: Julie Meents, Ph.D.

Date: December 10, 2002

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.