PHSC 13600 1 - Natural Hazards - Instructor(s): Noboru Nakamura

Project Title: **College Course Feedback - Winter 2024**

Number Enrolled: **251**
Number of Responses: **98**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Thursday, March 28, 2024**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How natural hazards are formed, mitigation etc.
I learned a lot of new math skills and how to use basic programming software
I learned about how the atmosphere and Earth shape natural hazards.
– Natural hazards (what they are, death tolls, how to prepare for them, climate change impacting their occurrence, etc.) – Jet stream and its relation to the Earth's rotation, NAO, ENSO, etc. – Natural service functions of natural hazards – Historical events related to natural hazards
Hurricanes
Learned a lot about natural hazards and the physical processes that drive them.
The fundamental principles of meteorology and the steps involved in natural disaster prevention.
interesting information on natural hazards, disasters, and phenomena
Tornadoes, seismic systems, etc
Proper land use is important for limiting the damage from natural hazards
Natural hazards and their impact on society, the way that they are created, and physical principles that relate to these concepts.
Understanding key factors of natural hazards and quantitative skills in the physical sciences
na
Natural Hazards
weather and natural hazards; don't go in a tsunami
different natural hazards
The emphasis on math and statistics in every day weather.
Weather is really neat.
How cyclones work. The stages of Natural hazards and things like mitigation, preparation etc.
Learning about the effects of global warming seemed most relevant.
Weather is worth paying attention to and global warming and climate change are very real.
Information about different natural hazards, like tsunamis, cyclones, volcanoes, etc., and their effects on the planet. Also learned about different environmental processes.
The basics of natural hazards and various weather systems as well as how to read data
idk
I learned about what drives weather and climate patterns on Earth, as well as the consequences of "when things go wrong". There was a big emphasis on physics–esque calculations of all sorts.
Weather patterns/systems
I learned about different types of weather systems and average return periods.
Some interesting factoids about weather and the way it works.
More physic and chemistry than I wanted to.
Skills in complex computation and an understanding of weather patterns were fun to learn.
Mechanisms and causes of severe weather events and geologic hazards
physics
I got a lot of knowledge about general weather safety and climate trends that I will retain hopefully for a long time.
I learned about natural hazards, how they are created, and their effects.
This is largely an earth system science course with a broader scope and a specific focus, especially in the later lectures, on giving an understanding of natural disasters in a way that, as a non–expert, felt comprehensive, and the right amount of detail to satisfy any curiosity I had.
How different natural hazards are formed
Learned about a variety of natural hazards: how they form, natural service functions, risks, mitigation strategies, and parallels to other hazards. Picked up an understanding of how basic modelling can be powerful in forecasting.

Comments
Learned about all different types of natural hazards and the science behind them.
Extratropical cyclones
How to prepare and react to natural hazards!
I learned how certain natural hazards occur such as tsunamis, tornadoes and ETC. We learned the physics of these specific events and how they come to be.
Various ways to understand and analyze all aspects of natural hazards.
It's important to think more about natural hazards even if you haven't personally been affected by them yet.
The most important things I learned in the course are the basics of natural hazards and how they affect society.
different types of natural hazards (physical principles behind their formation, their damage/impacts on society as well as natural services; mitigation methods for each natural hazards)
different types of natural hazards, climate change and how that affects the hazards
How natural hazards affect our daily lives
Major natural hazards in the world, their mechanisms, factors affecting their impacts and damages, and mitigants
Nothing. Absolutely nothing. Apparently, droughts are the leading cause of crop damage, and "natural disasters" and "natural hazards" have to do with the difference in monetary damages. However, this has been the worst course I have ever taken at this university and I don't recommend it to anyone. I learned nothing and I went to every lecture.
Understanding the different forces that govern the weather
I learned about different natural hazards and their effects on the environment and society.
Latent heat condensation
I learned about the impact of natural hazards on human civilization and their interaction / how they have been heightened by global warming.
Weather patterns and how natural hazards form
causes and consequences of tsunamis and earthquakes
how to evaluate various natural hazards
I learned about various hazards that afflict the planet and the dynamics that contribute to their formation.
I learned about weather, climate, risk, and natural disasters.
This class is getting more difficult
The context of natural hazards and many of the myths associated with them.
Natural hazards helped me learn more about climate change
knowledge of climate and weather disasters

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Slides were helpful.
Labs were most helpful, I didn't get much out of the lectures
I found a lot of the course evals from last year are completely backwards. Lectures were actually enjoyable and easy to understand. The two mandatory labs really cemented the work of the class. My TA's labs on the other hand were atrocious.
– Lectures were useful for the midterm and final but not for the homework. – Labs were great for understanding what was expected of us on the homework assignments.
Labs were great for learning— especially if you had a great TA which I did. Lectures were not.
I'd say that what contributed most to my learning were the in–class demonstrations that Professor Nakamura would conduct. They always helped me put we were learning into perspective.
Lectures provided information, but were quite dry. Labs were helpful, but this appears to be entirely dependent on the TA.
lectures were informational, labs were helpful for demonstrations of material, ta sessions were helpful for homework help, homework was occasionally confusing but not too bad
TA sessions pulled through for the homework. The lectures were really fast
Lectures were super informative and very clear. Lab assignments were great for understanding concepts discussed in class, but put into a realistic picture.

Comments
Labs and office hours outside of class helpful in contributing to my understanding on homework; assignments helped me understand quantitative aspects of course.
na
The lecture slideshows being uploaded to Canvas was very helpful.
they didnt. the course was super disorganized. labs werent relevant to lectures, homework wasnt relevent to lectures, and lectures were not engaging at all. overall, i didnt learn much and am pretty unsatisfied with the course.
they are great
Lectures are interesting at times but often are not very related to the homework or prepares you for the test in any way. Labs are interesting but could be done online. The midterm and homework was extremely difficult and seemed to stress things that are unimportant.
Lectures are boring, and the homework is easy but HORRIBLY worded.
lectures were ok – 80 minute yap session and is nothing like the homework.
Lectures are helpful if you pay attention. Labs are the most helpful, though; the TA's walk you through the homework and labs which is the easiest way to do well.
Lectures were extremely non–engaging and often did not align with P–Sets and exams. There is no harmony at all within aspects of the course. All he does is read the slides in lecture. I really wish lectures were more relevant and engaging.
Lectures were most informative, and homework assignments solidified quantitative knowledge taught.
Lectures did not contribute much – all the lecture slides are posted on canvas
idk
Lectures were fine and the weekly lab sessions were basically just to help us do the homework. The special labs (cyclone and tsunami) were more interesting, particularly the cyclone one.
Lectures were very helpful .
Lectures were helpful, labs (except the mandatory ones) were not as helpful.
The lectures were completely different from the homework. The lectures covered basic information while the homework was legitimately complicated, so I felt the lectures did not prepare you properly for what you had to do in the homework. The help from the TA in my lab contributed the most to my learning.
Lectures were necessary to supplement the slides posted on Canvas. However, the homework sometimes feels like it comes out of left field with ideas covered, especially some of the physics necessary to complete the work. Labs were also very reliant on the TA. If your TA was good, the lab was good and helpful for figuring out the homework. If your TA was bad, good luck.
Lectures are extremely unhelpful and it feels like Nakamura talks just to talk. I made the decision to skip lectures in the second week and just reviewed the slides before the midterm and final, and I earned a significantly higher score than the mean on the midterm. Labs are open to any students so I regularly went to labs that weren't my own to ask about the HW assignments. Some TAs straight up give you the answer and others are not helpful at all.
Assignments encouraged collaborative learning.
The lectures were where most of the material was conveyed, homework and labs were mostly applying materials
lectures and TAs
The labs were an excellent choice and were very engaging relative to the homework and lectures.
The lectures were not very comprehensive and often times included Professor Nakamura lecturing over some pictures whose relation to the previous material was not established. The homeworks were unrelated to what was learned in lecture a lot of the time, though there were overlapping elements especially in the later weeks. However, its very difficult to learn much from the lectures without consulting outside resources. Moreover, the lectures are not recorded, so you cannot go back to them and make up what you may have missed in lecture. The slides are posted, but they are not at all indicators of what is going to be on the exams. So, when studying for an exam it becomes very difficult as you are forced to infer the meanings of the slides based off pictures, without much explanation or instruction.
There were two mandatory labs and a pset due every week.
Lectures were long and dry and hard to get through, but reviewing the slides was immensely helpful in preparing for exams. Problem sets provided a basic mathematical background although math wasn't too important to the content on the exams. Labs were quite fun and a good way to visualize what we learned in lecture.
Lectures were very organized and helpful
Lecture and lab were not helpful for exams at all. You could not complete the homework without attending lab so that the TA could help you with it. Lecture did not explain nor cover anything related to homework, which often times was filled with complex math and analysis.

Comments
Lectures were definitely the most useful part for me to learn.
The lectures were very note based and it was very important to stay on task.
Assignments are a major part of this course, and the concepts it covers, especially mathematically, help understand the content.
Lectures were interesting but had almost nothing to do with the homework and labs. The lab discussions were where I was able to receive most of my help with assignments, as it was actually relevant.
the lectures were very detailed; the lab session discussions were helpful for the assignments
labs were interesting and informative. discussion sections were great in helping with homework
only lectures contributed to learning.
Labs are discussion sessions/office hours for the assignments
Lectures contributed nothing. They weren't engaging, he went too fast to truly take notes and retain the information, and there were no opportunities to ask questions or gain clarification. The lab section is just a student TA who's supposed to help students with their homework but it's truly TA dependent on how much they helped.
The lab sections made the homework assignments much more approachable
The lectures contributed the most to my learning. The labs were super useful for completing homework assignments.
Slideshows
The lectures were most important to learning / knowing the test material. The labs were not especially helpful in increasing learning.
Lectures were fine, labs were helpful for going over homeowork questions and working through/discussing the problems with other people
labs were very interesting as I saw the phenomenon discussed in class modelled in real life.
lecture notes
Lab sections and lectures were extremely helpful. If you take this class, you should go!
Lectures just really went over slides that were already posted on canvas. Our homework assignments were very challenging but often enhanced my understanding of the material we were learning. The labs were super cool to work on.
Labs were insightful into understanding the basic principles of a number of natural hazards and how they form.
the lab sections
HW assignments did not help much at all– many times were completely irrelevant to the exams and rest of material Lectures were helpful but tedious
Nothing is cohesive. Lectures don't help you do the homework, the homework doesn't help you study for the midterm or final, and you can't even review the midterm and the final to supplement the lecture material. It's all one big jumbled mess that feels like it's trying to confuse you and set you up to fail.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	3.93	4.00	7.06%	4.71%	10.59%	43.53%	34.12%
I understood the purpose of this course and what I was expected to gain from it.	3.56	4.00	5.88%	17.65%	18.82%	29.41%	28.24%
I understood the standards for success on assignments.	3.36	4.00	10.59%	15.29%	20.00%	35.29%	18.82%
Class time enhanced my ability to succeed in graded assignments.	3.17	3.00	16.67%	17.86%	17.86%	27.38%	20.24%
I received feedback on my performance that helped me improve my subsequent work.	3.35	3.00	9.88%	12.35%	30.86%	27.16%	19.75%
My work was evaluated fairly.	3.73	4.00	4.76%	8.33%	22.62%	38.10%	26.19%
I felt respected in this class.	4.20	4.00	2.47%	1.23%	13.58%	39.51%	43.21%
Overall, this was an excellent course.	3.28	3.50	10.98%	14.63%	24.39%	35.37%	14.63%

Additional comments about the course:

Comments
This class is much harder than I expected. Definitely harder than Global Warming and Earth as a Planet.
Nakamura is great. A genuinely nice and intelligent professor who speaks with authority but isn't condescending.
Grading was bizarre. Questions were vague and then people would lose points for things which it was entirely unclear the instructors wanted.
way harder than needed to be for a PHSC course. dont understand the hype surrounding natty haz
reasonable difficulty
Your TA has a lot to do with your grade. I submit similar things to my friends and my grade is usually lower than theirs.
NOT AS EASY AS PEOPLE SAY
Lectures are largely irrelevant for exams and HW. There is no harmony within aspects of the course at all. A lot of physics and math that are not explained in lecture. Going to multiple lab sections a week is necessary and you need to find a TA that is actually useful.
Work was not evaluated fairly at all – major discrepancies in TA grading
The lectures and problem sets almost felt like two different courses, since the lectures were very content–based whereas the problem sets had a great deal of math and calculation involved. Grading felt kind of dependent on how strict your TA is.
The homework was extremely complicated in comparison to the lectures. A good TA is the saving grace.
Somehow this class has garnered a reputation of being one of the easiest PHSC core classes but I found it to be moderately difficult.
It was an interesting class and taught well.
Honestly, just take any other PHYSCI requirement. Even putting a fraction of effort into a marginally more difficult CHEM class or another PHYSCI track is so worth it. This class contributed truly nothing to any sort of CORE, multidisciplinary foundation. Aside from that, for a course at this basic of a level, there was entirely too much busywork that is such a waste of time when trying to juggle other major requirement courses. Assignments from 200's level major classes took less time than these agonizingly long PSETs. Part of the problem was the Canvas submission format where being asked to show work meant typing in individual responses rather than submitting written notes or pdfs. 0/10 hated this course more than anything I've taken in the College. Cherry on top, reached out to the TA and professor for help in the class and was ghosted... just save yourself the time and do anything else.
N/A
As of writing I have not received grades on two problem sets and my final exam. Goes to show that they are slow at releasing grades and giving timely feedback.
The course was very poorly organized, and I'd not advise anyone to take the class if you're looking for an easy A.
It is harder than its reputation, but not much harder.
There is no correlation between what is being taught and what the students are supposed to do weekly. Homework has math when lectures barely touch on it. It feels as though the course was trying to change its reputation by making things "harder," but they were not harder. Just uncorrelated and even a bit confusing.
Please don't take this course. It is not easy, it does not enhance your learning experience, this is the worst class I've ever taken. If you genuinely enjoy weather systems and MATH, then please take it and have fun. It's extremely math–heavy on the homework assignments, and if you are not very strong in math, you will have a hard time doing the homework and the exams. I didn't like this course at all and apparently, it used to be a good course and easier until the professor changed it to this.
none

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	18.75%	81.25%
Anyone interested in the topic	28.75%	71.25%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
The slides were clear and the professor is clearly passionate about the topic.
The labs, getting to work with the professor in a smaller setting was great

Comments
Lectures and mandatory labs are good.
Prof. Nakamura was extremely detailed in lecture which was helpful. He spent a lot of time explaining important concepts.
The labs were interesting and great and I learned a lot.
Definitely the in class demonstrations.
Clear lectures with a lot of information. Practice quizzes were also very helpful.
professor nakamura is very knowledgeable and interested in the topics at hand
Demos
Lectures
The lecture's were extremely helpful and the professor was always free to meet or answer any clarifying questions.
The professor is extremely kind, knowledgeable, and understanding. Clearly passionate about the topic, and makes the content very digestible.
Organized course content, lecture slides available on Canvas for review
na
He was a great lab leader.
homeework i guess?
the lectures are great
The sample tests and practice questions is really the only way to prepare for the midterm. If you had everything in the lectures memorized but thats it you would fail the midterm.
I liked that he did an infrared example in class and also how weight affects the force of friction. BUT the long lecture with no participation from the students made it kinda of boring.
Nothing. This is basically a self–study course and lectures were terrible.
Well detailed lectures with very informative slides.
Going through the slides
bro yapped so much
I liked when he gave demonstrations instead of just lecturing
Lectures were helpful
Lectures and review materials.
The information about weather systems taught was interesting, but useless for the homework.
The in–class demonstrations of certain topics were helpful and memorable.
Nothing. Lectures are extremely skippable.
The professor always had a positive demeanor and explained the lectures well. It was clear he had a dedication to the sciences.
The professor occasionally conveyed concepts through visual demonstrations and those were typically the most interesting parts of the lectures.
his interactive lectures
The lectures were comprehensive but not overcomplicated.
Noboru Nakamura is an excellent, engaging lecturer, especially given the unusual size of this class relative to other classes at Uchicago. He is funny and concise in lectures, and accommodating and available outside of lectures. He has a real passion for what he does, which is obvious during the first required lab of the course.
His lectures
Only opportunity I had to learn from Prof. Nakamura was in lecture – most were long and slow.
The demonstrations during the lab
Lecture slides were helpful for review
The using of interactive maps and videos during class.
The slideshows were helpful
The slideshow presentation is very comprehensive.
Professor Nakamura is extremely well–informed on the subject and did a great job of organizing his lectures.
Office hours. Lectures were long and not worth attending tbh.
the lectures were very detailed; the professor explained the materials on slides very well

Comments
idk probably his lecture slides
He sometimes did in–class demonstrations and examples of some concepts.
The labs helped explain the concepts well.
The lectures.
Slideshows
The slides were most helpful
presentation slides
lectures and hw explanations
The lectures and lab sessions.
The instructor was very intelligent and was able to present information very well.
Professor's lectures included many visualizations and fun facts to keep students engaged.
the lectures were very interesting and the online aspect with regard to OCTAVE was great.
Doing labs/interacting with material in some way

What could the instructor modify to help you learn more?

Comments
The Psets were significantly harder than the slides the professor gave during lecture. Perhaps adjusting the slides or the Pset a bit so that the difficulty would align.
Reformat the lectures to have a little more structure
You NEED to evaluate the TAs more heavily. My friends had significantly better times with theirs than I did. My TA genuinely ruined this class.
Either make the exams of shorter length or give more time. Many of us felt like we had an inadequate amount of time.
Go over examples of the math that we're expected to use on the homework, during class. The homework is hard because it's all things that we haven't seen before.
Doing more in class demonstrations. I felt that the ones he did conduct really helped me understand the course material, so a modification I would suggest is do do them more often.
Homework, lectures, and midterm were entirely unrelated
open–note exams! too much information to cover in one midterm
More demos, go slower, less random equations we don't need to know at the end of the day
Honestly, I thought that everything was great.
Maybe integrate strategies for solving homework assignments into class time, or more homework assignments based on content in lecture
na
Have more mercy in grading and give more relevant feedback. We are not decade–long professionals.
practice midterms/past pmidterms also, the midterm was incredibly hard. even though it was online, we had 80 minutes to answer around 17 FRQ questions. you could know all the knowledge and still be unable to finish the test. it was really disappointing as it was not an accurate reflection of understanding, moreso how fast you can answer/type a response.
nothing
Make the lectures and test relate better.
Word the homework better.
More clear examples. Have the material taught actually be on the homework – the homework is completely different and 10x harder in my opinion.
PLEASE lecture us on what will be tested and what will be on HW.
More helpful TA sessions outside of class – in my experience, they didn't really assist with much, and were somewhat of a waste.
n/a
stop yapping
I wish Prof. Nakamura could put text on his slides, or post recorded lectures

Comments
The mandatory labs could have very easily been recorded and sent out to the students rather than making them attend a lab where we simply watched the instructors perform the lab.
The lectures need to include how to do the math in the homework and cover what is actually in the homework.
Making the slides a little more detailed could be helpful.
Tie lectures more into the homework and labs. They all felt very disconnected.
I think more materials could have been added or enumerated on in the slides so students who couldn't make it to class could understand more.
more homework help
I believe it is necessary for Professor Nakamura to record his lectures and also make the slides more comprehensible. Including slides with images that have no explanation does not facilitate learning especially when lectures are not recorded. This is often times why performance on the midterm and final exams is so low, as students are unable to fully understand the lecture materials, which is often what we are tested on.
Maybe be a little more interactive with the lectures.
I wish Professor Nakamura was more engaging in lectures to give students an opportunity to ask questions.
More demonstrations and organized lectures
Lectures should have SOME relation to the homework, we were not at all instructed on anything on how to solve the homework or labs. Midterm and final felt overly specific in comparison to the broad concepts covered in lecture.
Nothing
Less note taking and spend a little more time on certain subjects. Also, I felt like the homework was not related to our lectures at times.
Make the lectures actually relate to what you are grading the students on. It's not enough to introduce topics and not go into the specifics, when the homework is all about the specifics we were sometimes never taught. The midterm was also too long to finish with the amount of time we were given..
Although the lectures were very detailed, sometimes the amount of information felt overwhelming; I found it hard to concentrate for the entire time even though I sat in the front rolls for every class. Each lecture usually covered 3 sections (concept a, b, c) and sometimes it felt a bit disorganized as we moved through different topics quite quickly and abruptly. The professor also often spent more time on first and second sections, and had to rush through/didn't have time to finish the last sections. The last section for each lecture were usually pushed back to the beginning of next lecture, so it felt even more disjointed. The visuals on the slide were helpful, but a lot of slides didn't have texts on them – I basically had to transcribe everything the professor said into my notes so I wouldn't miss anything that would come up in exams, which felt very exhausting as the lectures were about 2 hours each. I would recommend having more key points summarized on each slide and going through things in a more organized way (though I totally understand that there was a lot to cover and it might be hard to organize them in a highly concise and clear way)
make online lectures more robust for when students have to miss class.
Explain, be engaging, and teach us the formulas that are on the homework and how to use them. We have TAs, but they are students too and it would be more beneficial if the lecture spent time explaining these concepts instead of our TA.
The homework, lectures, and exams feel too distinct. Trying to align them more with eachother would help. Publish more detailed notes after lecture that covers things that were covered verbally but not in the lecture slides (they have a lot of graphics but not a lot of words)
Nothing.
More practice problemsdddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddddd
n/a
nothing
N/A
The instructor could be more interactive with the class when teaching.
N/A
nothing
Make class more interactive
Work with your students instead of against them. Like, offering review quizzes for the midterm/final is helpful, but not if I can't see why incorrect answers are incorrect or why the correct are correct. And only offering help for the multiple choice section of the exams is ONLY HELPFUL FOR THE MULTIPLE CHOICE SECTION. What about the calculation questions? What about the short answer

Comments
questions? What about the other 75% of the exam?

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	3.84	4.00	5.00%	6.25%	21.25%	35.00%	32.50%	0.00%
Presented lectures that enhanced your understanding.	3.68	4.00	10.13%	8.86%	16.46%	31.65%	32.91%	0.00%
Facilitated discussions that were engaging and useful.	3.28	3.00	8.75%	13.75%	21.25%	21.25%	16.25%	18.75%
Stimulated your interest in the core ideas of the course.	3.47	4.00	12.66%	5.06%	27.85%	31.65%	22.78%	0.00%
Challenged you to learn.	3.69	4.00	8.75%	8.75%	17.50%	35.00%	30.00%	0.00%
Helped you gain significant learning from the course content.	3.49	4.00	11.39%	7.59%	22.78%	36.71%	21.52%	0.00%
Was available and helpful outside of class.	3.59	4.00	6.33%	10.13%	21.52%	24.05%	25.32%	12.66%
Motivated you to think independently.	3.58	4.00	8.86%	3.80%	27.85%	35.44%	21.52%	2.53%
Worked to create an inclusive and welcoming learning environment.	3.91	4.00	6.33%	1.27%	22.78%	31.65%	35.44%	2.53%
Overall, this instructor made a significant contribution to your learning.	3.58	4.00	8.97%	3.85%	29.49%	33.33%	23.08%	1.28%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Nuanliang Zhu. He was prompt in responding to emails but I felt that he could help a bit more with the Psets (i.e. give more concrete advice as opposed to just explaining the general theory)
Branson Starr. Branson is a great TA and was very helpful in helping me with the math aspect of the course.
Jiacheng Yi. I'm gonna be honest and say that he is the worst instructor I have encountered at this university. He was super hard to follow, made errors in his explanations, graded harshly, repeatedly told confused students "this is easy" instead of explaining their mistakes, and was generally impossible to communicate with. Students walked out of lab on the first day because of how poorly this was run and by week 3 the size of the group went from 20 students to 4. I felt very disrespected by him and believe that he is the reason I did not do well in this course.
Nuanliang Zhu: – He was always available via email, helped a lot in understanding what was expected of us in labs (especially for mathematical questions) – Tough grader but would give feedback justifying his reasoning which was helpful
Racheal— she was AMAZING! smart, kind, explained things clearly, and was a huge help.
James Zhang
Corey Rundquist – clear and very helpful. Made a lot of time for students outside of class.
Zijian zhao, led my lab sessions, helped with questions on homework
James
Branson Scott–Starr
James Zhang —- super supportive, always free to meet, and incredibly helpful during lab sessions.
Branson Scott–Star
Ziwei Wang– lab sessions were helpful in getting greater understanding of homework, TA was available to answer questions over email and set up office hours sessions at short notice which was incredibly helpful. Overall great experience with TA/lab section
na

Comments
idk but they were chill
Lin Yao
Zijian Zhao. Very nice guy but very harsh grader. He was far too nit picky with my work in comparison to classmates with other TA's. We would submit similar answers and I would consistently do worse grade wise.
Corey Rundquist is a KING. He would help us interpret the frankly esoteric homework.
James Zhang
Zijan Zhao. He was completely useless. I do not see why one would hire a statistics TA to teach a geophysical science course. Was not helpful at all and often withheld information that other TAs had no problem explaining or giving to students.
Yang Xu – very polite, knew what he was talking about, but could've been more specific and helpful in his assistance with assignments.
Sifang Chen
James something
Yang Xu
Ziwei Wang. Always available and accommodating.
Jiacheng Ye
James Zhang – He went through the problems for the homework and explained how to do them, which contributed to the most to my learning. There are no modifications needed because he answered every question I had well. He was great. His help made it possible to do well in this class.
Lin Yao
Zijian Zhao. Some of his statistics know–how helped with some elements of the homework, but the homework was predominately physics–based. One lab session he spent the majority of the time going over last week's homework instead of the current homework, which was not very helpful. He does not volunteer guidance or general ideas and concepts to keep in mind with certain problems. Please don't recommend students learn how to code for the homework assignments but not offer any resources, especially when the course is intended for people who are not STEM majors.
Nuanliang Zhu led a good discussion and lab and was helpful when he needed to be.
Branson Soctt–Starr
Corey Rundquist; friendly, polite, efficient don't really have any notes. he was just kind of there, although he did what was expected of him well.
Jiacheng Ye
Giorgio Sarro; Giorgio was great! If it were not for him I do not know what I would have done on the homeworks. He provided comprehensive and thoughtful explanations in labs and was free to help whenever I needed it. He was an exceptional TA!
Jiacheng Ye
Zijian Zhao. Pretty disappointing experience working with him. Is a statistics PhD with no background in course material; unable to answer any questions about content that can't be answered with the grading rubric given to him. Spent a lot of time explaining the math on the problem sets when it would have been far more useful to talk about the formation of tornadoes or other hazards. Was nice though to have someone to check my answers with.
James Zhang
I don't remember his name but it was lab section 10 and I wasn't his biggest fan. He was hard to understand a lot of the time and he would just agree with things that I was saying that I knew were wrong.
Giogio Sarro. He was great because he went into depth on each homework and lab assignments and helped with the harder questions
Zijian Ziao was respectful and informative.
Raechel Hearth
James Zhang. James was very patient during every lab discussion. He helped with our homework by guiding us through questions that we didn't understand, pushing us to think independently and work out the problems with his help instead of just telling us the solutions. Even though sometimes I didn't have many questions for the homework, James would still come to me and check whether I was doing okay with the assignment. The feedback for every assignment was also very detailed and helpful.
giorgio sarro

Comments
Siming Liu
Sifang Chen. Really unfair, inconsistent, and harsh grading. Hard to follow and understand his lectures during lab sessions. Speaks quickly and jumps around topics a lot. Really disappointed because I loved the class but it was just weird how obvious correct answers would have some points taken off by him for the strangest reasons. Sometimes I would even check with friends after assignments and had very similar answers but would have completely different marks. Really hope that if he assists another class in the future that he is able to spend more time grading with a better midget instead of going through looking for the tiniest things to take marks off from, while also being a little more open minded when it comes to potential grade changes.
Lin Yao
Yang Xu, he was very nice and patient. He was helpful during lab sessions and outside of lab if we emailed him.
Yang Xu, he helped explain the most difficult homework questions.
Raechel Hearth. Super helpful in the labs and was efficient at explaining any questions that we were struggling with.
James Zhang
Corey Rundquist – his answers to questions in labs
Giorgio Sarro. He was a phenomenal teacher. Clear, compassionate, and passionate. What more can you ask for? Every session was fun and extraordinarily helpful.
Nuanliang Zhu was a great TA who was extremely helpful and knowledgeable.
Siming Liu. Very knowledgeable on the course subjects.

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.00	5.00	9.84%	3.28%	13.11%	21.31%	49.18%	3.28%
Gave you useful feedback on your work.	4.03	4.50	8.20%	8.20%	4.92%	27.87%	49.18%	1.64%
Stimulated your interest in the core ideas of the class.	3.79	4.00	11.48%	1.64%	22.95%	18.03%	40.98%	4.92%
Challenged you to learn.	4.12	5.00	8.20%	1.64%	11.48%	26.23%	50.82%	1.64%
Helped you succeed in the class.	4.07	5.00	11.48%	1.64%	6.56%	27.87%	50.82%	1.64%
Was available and helpful outside of class.	4.34	5.00	4.92%	1.64%	8.20%	22.95%	59.02%	3.28%
Overall, this individual made a significant contribution to your learning.	3.95	5.00	13.33%	3.33%	10.00%	20.00%	51.67%	1.67%

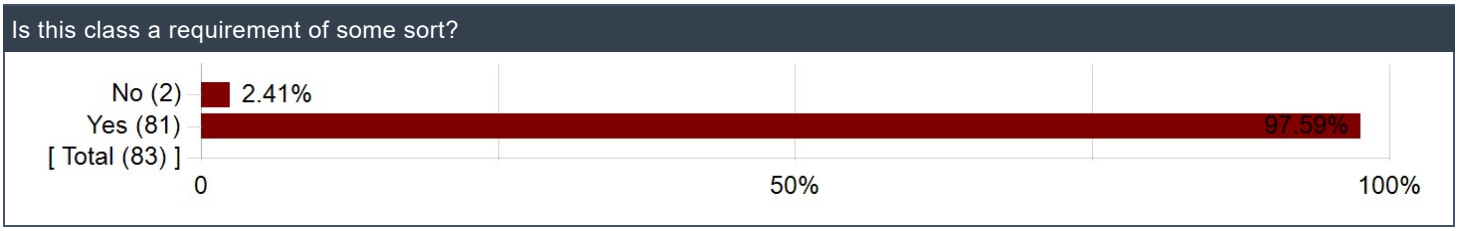
How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	3.80	4.00	4.29%	10.00%	20.00%	32.86%	32.86%	0.00%
Field Trips	2.80	3.00	3.23%	0.00%	1.61%	1.61%	1.61%	91.94%
Library Sessions	2.80	3.00	3.23%	0.00%	1.61%	1.61%	1.61%	91.94%
Review Sessions	3.25	3.50	3.17%	0.00%	3.17%	3.17%	3.17%	87.30%
Writing Seminars	2.80	3.00	3.23%	0.00%	1.61%	1.61%	1.61%	91.94%

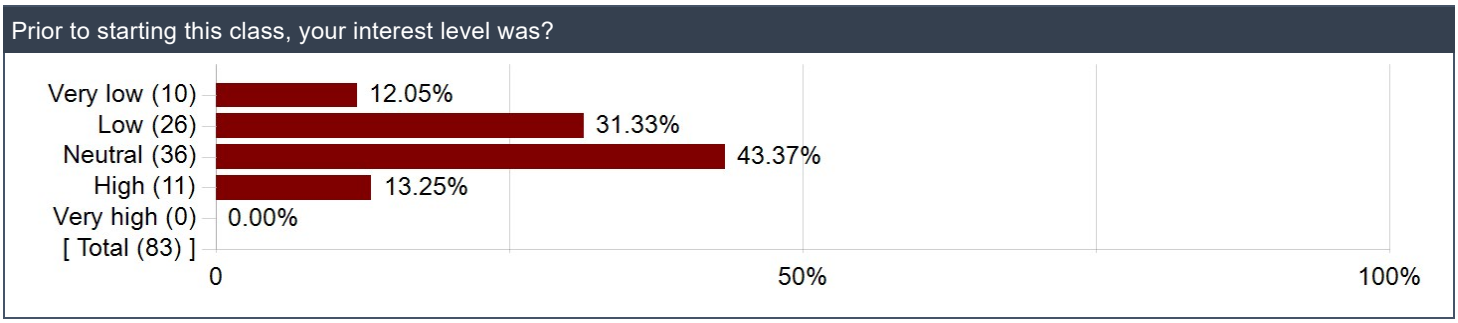
Other course elements not mentioned above:

Comments
Really enjoyed the labs, especially the tsunami lab. Was nice to visualize changes in wave height and how it impacts speed, run–up height, and inundation distance.
none

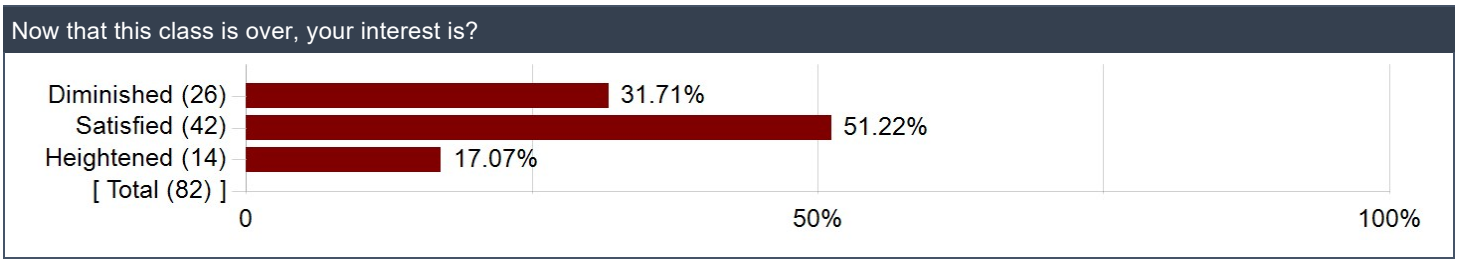
Is this class a requirement of some sort?



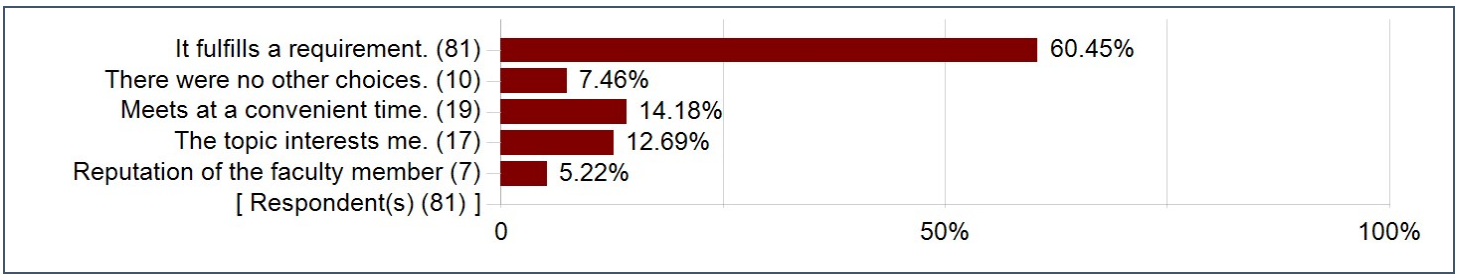
Prior to starting this class, your interest level was?



Now that this class is over, your interest is?



Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?

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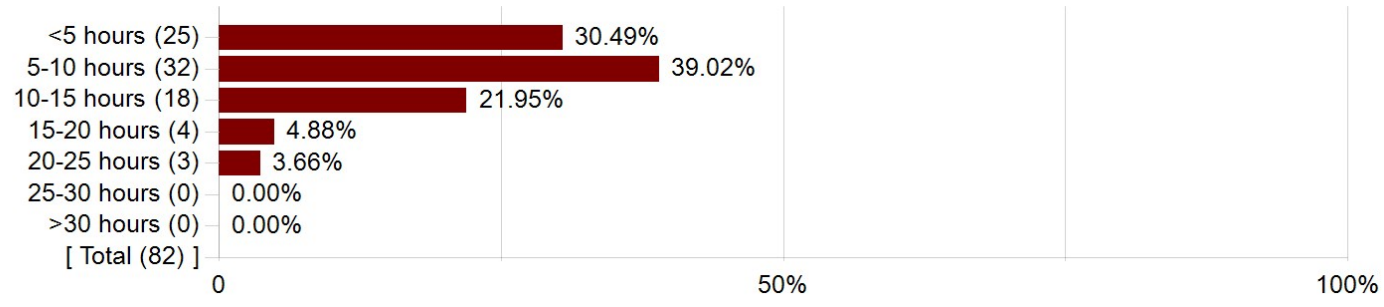
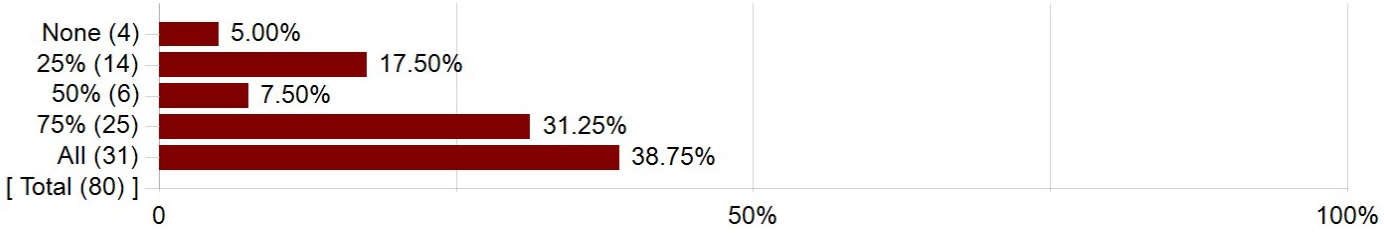


What proportion of classes did you attend?

What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
Definitely harder than expected. The Psets took so much time.
I feel like people both exaggerated and underexaggerated the difficulty of the course. I am in no way a math person, and even I was able to figure out MOST problems on the homework on my own. That being said, you do have to put effort in to get the work done
Manageable. Not a guaranteed A, which is what many look for in core classes.
Oh my god this class was HARD. It is not an easy ride. It had been years since I took a physics or math course which applied to the skills here and granted I am a social science person, but good lord this class was torture. I crashed and burned BAD. This will end up as a hilarious outlier on my GPA but honestly that's what I get for not taking a physics class sooner. But like seriously tho, don't thank this if you suck at math and science because tons of homework material isn't explained to you, you are expected to remember a lot of high school material. Also, the midterm is a killer. I did horribly on it and I think that comes from the fact that the previous homework assignment factored heavily into how you did on it, but it wasn't graded in time so there was no way to know if you had learned something incorrectly. Boo!
I haven't taken a physical science class since junior year of high school. I found the content to be somewhat approachable (except for the nitty–gritty stuff like the jet stream and more complex topics). The social aspects of natural hazards were pretty easy and common sense. Overall would recommend to people who have some background in the course content and are mathematically inclined.
I had no experience and honestly this class was not easy. It was easy in the sense that the exams are all online, but there is a lot of content and math covered so it is almost impossible to finish the exams in the allotted time. The professor was so sweet, but the lectures were totally unrelated to the homeworks and for being a non–science major core requirement, it was a lot more difficult than I bargained for. If you have AP physics and good geometry foundations, you'll probably be fine.
It was actually surprisingly difficult. I came into it thinking it would be an easy class, but it turned out to be much more involved than expected.
class is basic science (no science background really needed), homework is not too difficult if you work with others, but there is a lot of material for the exams
Relatively easy, go to office hours for homework answers/help

Comments
I found it really difficult (humanities major). If you think this class is an easy A, and that's the only reason you're taking it, don't. I had some APES and Ecology experience, so that was helpful. Still struggled a lot
This class challenges you, but if you put effort in and go to the lectures, you should be prepared.
Much more difficult than expected.
way harder than needed to be. homework was not relevant to the simplicity of the lectures in class and the midterm was super hard on students time–wise (average was a 77, median 78). natural hazards is definitely not an easy course.
not recommended
reasonable
If you dont have friends who are also in the class you can work with or know people who have taken it before it will take around 10 hours a week to succeed.
This is class is not hard, the difficulty lies in busy work.
This class is very challenging, especially for humanities majors. Do not take this class if you are expecting a relatively stimulating and doable physical science course req.
shit was difficult
It's kind of hard (or at least the grading is strict) for a core course, and especially compared to global warming.
Much more difficult than I was anticipating. A lot of math in homeworks and labs. Difficult exams.
I had no background or experience in a physics–like course. The lectures were very easy to understand, but the homework was impossible to understand. The only reason I understood the homework was because my TA helped tremendously.
This class is best suited for people who have a good grasp on physics/took a physics class somewhat recently. Your performance is reliant on your TA. The material can get really dense at times, but the practice questions for the midterms and exams are very helpful.
I took AP Physics C and AP Chem in high school (all though I didn't pass either). The class is definitely not as easy as people make it out to be. If you're strong in math the calculation parts will be easy and a lot of the HW is analyzing graphs. Therefore, the HW and Labs were not difficult, but the actual content and tests were difficult, especially with little to no instructor help (lectures were not good).
The course was more difficult than I expected or had relevant background for.
This class is a lot more difficult than you would expect. If you're well prepared and pay attention than it isn't much of a problem but anyone taking this class purely because they think it's an easy A should steer clear.
ridiculous waste of time no matter your background
Relatively straightforward, although the class requires precision at every point. Problem set math was easy but you have to show every step before the answer to get full credit. TAs were very strict in giving out full marks on explanations; you could answer a question near–perfectly but lose points if you didn't mention the specific word they wanted. No curve so one or two mediocre explanations about a concept and you may easily end up with <90 on an exam.
Lowkey hard
Not good for someone without strong math background, arguably not a great PHSC class to take for core if trying to avoid chemistry
It was not too bad, but definitely harder than its reputation.
This class is not too hard if you put the work in
No relationship. Maybe useful if you remember trig for certain homeworks but TAs are helpful with this.
I'm quite familiar with the topics covered in the course as I learned them in my IB social science course, but there were still a lot of details discussed in class that were quite challenging.
lowk kinda hard but nothing crazy. Average student will get like a B+
Much more difficult than I thought it would be and much more difficult than global warming
I don't have a strong math background at all so I suffered.
This course was very difficult for the average student
Not too hard. There's some math but you'll never have to memorize and difficult equations and they tell you how to do the math.
Physics helps
Relative, as homework is time consuming but not impossible/ too difficult
Even with other core courses.
Background in stats extremely helpful.
The class was pretty difficult but definitely very manageable if you put in time outside of class as expected.

Comments
No prior background needed for this course.
no background so it was difficult
pretty tough with no experience
Listen to me. You're a humanities/social sciences major who needs to fulfill the PHSC requirement of the Core, but you don't want to take a physics or chemistry class. I know you. I am you. DO NOT TAKE NATURAL HAZARDS. I know it sucks but just take the Chemistry of Cooking or Physics for Future Presidents or Black Holes or LITERALLY ANYTHING ELSE. All the work you will inevitably pour into this class will not be reflected in your grades and everything will feel worthless. Just save yourself the pain and the shot to your GPA.