



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE  
SUBJECT DESCRIPTION

Form SP2

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<b>Subject code:</b> <i>GE-401.6-3</i>	<b>Subject name: Geocological problems of Bosnia and Herzegovina</b>		
<b>Study cycle:</b> <i>I</i>	<b>Year:</b> <i>IV</i>	<b>Semester:</b> <i>VIII</i>	<b>ECTS credits:</b> <i>5</i>
<b>Status:</b> <i>Mandatory</i>		<b>Contact hours:</b> <i>125</i>	
		<i>Lectures: 30</i> <i>Exercises: 30</i>	
<b>Assigned professors and assistants:</b>			
<b>Prerequisites:</b>	/		
<b>Subject objectives:</b>	<i>Introduction to the main types of naturally and anthropogenically caused disasters, estimate the probability of their occurrence, estimate the expected degree of loss, ie. risk assessment and protection. Students will also adopt the technique of risk maps making.</i>		
<b>Teaching units:</b>	<ol style="list-style-type: none"> <li><i>1. Introduction, concept, terminology (risks, hazards and disasters as geocological problems).</i></li> <li><i>2. Indicators for Environmental Monitoring. Risk management.</i></li> <li><i>3. Earthquakes and tsunamis in the world and earthquakes in BiH, causes, phenomena and consequences on geocological habitus</i></li> <li><i>4. Geocological water problem in BiH; Floods; Karst waters - a special feature of BiH</i></li> <li><i>5. Droughts as geocological problems in BiH</i></li> <li><i>6. Geocological problem of soil in BiH (State, structure and quality of agricultural land and the possibility of sustainable agricultural production)</i></li> <li><i>7. Landslides and avalanches in BiH as a hazard</i></li> <li><i>8. First test</i></li> <li><i>9. Atmospheric disasters (frost, hail) in BiH as a geocological problem. Acid rain, occurrence, distribution, causes and consequences</i></li> <li><i>10. Winds and atmospheric disasters in BiH</i></li> <li><i>11. Forests (structure and quality of forest fund, condition of other forest resources)</i></li> <li><i>12. Fires as a geocological problem in BiH</i></li> <li><i>13. Exploitation of resources as a geocological problem in BiH</i></li> <li><i>14. Environmental protection, monitoring establishment</i></li> <li><i>15. Minefields as a geocological problem</i></li> </ol>		



<p><b>Learning outcomes:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• student acquires knowledge about the main types of naturally and anthropogenically caused disasters, as well as estimates of the probability of their occurrence;</li> <li>• student acquires knowledge on the assessment of the expected degree of loss, ie risk assessment and knowledge on protection measures</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• student independently applies indicators for environmental monitoring;</li> <li>• student independently analyzes and links monitoring data on the state of the environment;</li> <li>• mastering the technique of risk maps making;</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• student independently interprets estimates of the hazards occurrence in Bosnia and Herzegovina</li> <li>• student independently determines and causally considers risk management in Bosnia and Herzegovina.</li> </ul>																																																
<p><b>Teaching methods:</b></p>	<p>Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises).</p>																																																
<p><b>Knowledge testing methods with grading structure<sup>1</sup>:</b></p>	<table border="0"> <tr> <td></td> <td colspan="2" style="text-align: right;"><i>Points</i></td> </tr> <tr> <td><i>Attendance</i></td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> </tr> <tr> <td><i>Participation on lectures</i></td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> </tr> <tr> <td><i>Tests</i></td> <td style="text-align: center;">40</td> <td style="text-align: center;">22</td> </tr> <tr> <td><i>Seminar paper</i></td> <td style="text-align: center;">10</td> <td style="text-align: center;">6</td> </tr> <tr> <td><i>Final exam</i></td> <td style="text-align: center;">40</td> <td style="text-align: center;">21</td> </tr> <tr> <td><i>TOTAL</i></td> <td style="text-align: center;">100</td> <td style="text-align: center;">55</td> </tr> </table> <p><b>Assessment:</b></p> <table border="0"> <tr> <td style="text-align: center;"><i>Grade</i></td> <td style="text-align: center;"><i>ECTS grade</i></td> <td style="text-align: center;"><i>Points scale</i></td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;"><i>(A) excellent</i></td> <td style="text-align: center;">95 - 100</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;"><i>(B) very good</i></td> <td style="text-align: center;">85 - 94</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;"><i>(C) good</i></td> <td style="text-align: center;">75 - 84</td> </tr> <tr> <td style="text-align: center;">7</td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>(D) satisfactory</i></td> <td style="text-align: center;">66 - 74</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;"><i>(E) sufficient</i></td> <td style="text-align: center;">55 - 64</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;"><i>(F, FX) insufficient</i></td> <td></td> </tr> <tr> <td style="text-align: center;">55</td> <td></td> <td></td> </tr> </table>		<i>Points</i>		<i>Attendance</i>	5	3	<i>Participation on lectures</i>	5	3	<i>Tests</i>	40	22	<i>Seminar paper</i>	10	6	<i>Final exam</i>	40	21	<i>TOTAL</i>	100	55	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	10	<i>(A) excellent</i>	95 - 100	9	<i>(B) very good</i>	85 - 94	8	<i>(C) good</i>	75 - 84	7				<i>(D) satisfactory</i>	66 - 74	6	<i>(E) sufficient</i>	55 - 64	5	<i>(F, FX) insufficient</i>		55		
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<p><b>Literature<sup>2</sup>:</b></p>	<p><b>Mandatory:</b></p>																																																

<sup>1</sup> The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton



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- *Spahić, M.: Osnove geoekologije, Harfo-graf Tuzla, 1999.*
- *Međunarodna strategija za smanjenje rizika od katastrofa, Ženeva, 2009., [www.unisdr.org/publications](http://www.unisdr.org/publications)*

**Recommended:**

- *Lješević, M.: Životna sredina 3, Univerzitet u Beogradu Beograd, 2005.*

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<sup>2</sup> The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.