Course syllabus

Perspectives on Safety, Security and Resilience in Society
Perspektiv på trygghet, säkerhet och resiliens i samhället

TFRU25, 3.0 credits, G1 (First Cycle)

Valid for: 2026/27
Faculty: Faculty of Engineering LTH
Decided by: PLED BI/RH
Date of Decision: 2026-03-12
Effective: 2026-05-18

General Information

Language of instruction: The course will be given in Swedish

Aim

The aim of the course is to provide professionals in crisis management, civil defense and accident protection/prevention with increased understanding of key challenges for the work with safety, security and resilience in society, as well as tools to analyse and manage these with a system perspective, a critical perspective, a design perspective and a power and norm perspective. The aim is also to contribute to the development of the participants' professional activities, by linking the course content to it, and to strengthen the links between actors active in the areas of crisis preparedness, civil defense and accident protection/prevention.

Learning outcomes

Knowledge and understanding
For a passing grade the student must

- show an understanding of key challenges for the work on safety, security, and resilience in society, and
- show an understanding of the meaning and utility of a system perspective, a critical perspective, a design perspective, and a power and norm perspective for analysing and managing the challenges.

Competences and skills
For a passing grade the student must

- demonstrate ability to independently analyse interactions and dependencies between different functions, actors and processes in the work on safety, security and resilience in society.
- demonstrate ability to relate critically and constructively to current practices in crisis preparedness, civil defense and accident protection/prevention for a safer, more secure and more resilient society.
- demonstrate ability to orally and in writing give an account of how appropriate working methods, processes and tools can be designed and evaluated on a scientific basis.

Judgement and approach
For a passing grade the student must

- demonstrate ability to make visible and reflect on the prevailing power relations and norms that are taken for granted in the organisation and in society, as well as its ethical aspects.

Contents

The course is designed to enable and, as far as possible, link parallel studies with the participants' professional activities. It therefore takes its starting point in the actual work contexts of the participants work and is distance based. All assignments focus on understanding, explaining and improving various parts of the students’ work activities and work in society at large with the help of literature, filmed lectures, reflection questions, peer review and seminars focusing on dialogue with other course participants and teachers.

The course is structured in three course modules that are conducted completely on distance with online seminars to facilitate participation for as many people as possible. The first module in the course focuses on how the work on safety, security and resilience is carried out in Sweden today, which is analysed both individually and together through a system perspective and a critical perspective. The second course module addresses the importance and application of a power and norm perspective to understand and explain the underlying causes of why work is being done as it does, whether it is effective or ineffective. The third and final module in the course focuses on how the work with safety, security and resilience should be carried out in Sweden, where a design perspective isused to give structure to ideas and discussions about how appropriate work methods, processes and tools can be designed and evaluated.

Examination details

Grading scale: UG - (U, G) - (Fail, Pass)
Assessment: The course is examined through assignments, peer review, and attendance at compulsory seminars. In the absence of

compulsory parts of the course, e.g. compulsory seminars, the element will be replaced with a written assignment.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Modules
Code: 0119. **Name:** Written Assignments.
Credits: 2.0. **Grading scale:** UG - (U, G). **Assessment:** Individual written essays/projects
Code: 0219. **Name:** Peer Review.
Credits: 0.5. **Grading scale:** UG - (U, G). **Assessment:** Written statements with comments and oral presentation.
Code: 0319. **Name:** Seminars.
Credits: 0.5. **Grading scale:** UG - (U, G). **Assessment:** Active participation in obligatory seminars.

Admission

Admission requirements:

- Completed upper secondary educationor equivalent. Applicants must also be professionals in a field of work relevant to the course.

The number of participants is limited to: No

Reading list

- Bacchi, C: Introducing the “What”sthe Problem Represented to be?’ approach. In A. Bletsas & C. Beasley (Eds.). Adelaide: University of Adelaide Press, 2012. Engaging with Carol Bacchi: Strategic Interventions and Exchanges(pp. 21–24).
- Becker, P: Sustainability Science: Managing Risk and Resilience for Sustainable Development. Amsterdam and Oxford: Elsevier, 2014.
- Denyer, D., Tranfield, D., & van Aken, J. E: Developing Design Propositions through Research Synthesis. 2008. Organization Studies, 29, 393–413. http://doi.org/10.1177/0170840607088020.
- Ericson, E., & Wester, M: Samverkan kring flyktingsituationen -en kris för vem?. I J.Hobbins, E.Danielsson &A.Sjöstedt-Landén(Red). Risk och kris: feministiska perspektiv, 2020. Lund: Studentlitteratur.
- Ingelstam, L: System: Att tänka över samhälle och teknik(2nd ed.). Stockholm: Energimyndigheten, 2012.
- Meadows, D. H., & Wright, D: Thinking in systems: a primer. London: Earthscan, 2009.
- Senge, P: Den femte disciplinen: Den lärande organisationens konst. Stockholm: Fakta Info Direkt, 2000.
- Senge, P: The Fifth Discipline: The Art & Practise of the Learning Organisation(2nd ed.). London and New York: Currency & Doubleday, 2006.
- Stenbock-Hult, B: Kritiskt förhållningssätt: en vetenskaplig, etisk attityd och ett högskolepedagogiskt mål. Lund: Studentlitteratur, 2017.
- Tehler, H., & Brehmer, B: Design inom olycks-och krishanteringsområdet med fokus på ledning. Lund: LUCRAM, 2013.

Contact

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