



LTH

FACULTY OF
ENGINEERING

Course syllabus

Gender, Disasters and Climate Risk Genus, katastrofer och klimatrisk

TFRE70, 3.0 credits, G1 (First Cycle)

Valid for: 2026/27

Faculty: Faculty of Engineering LTH

Decided by: PLED BI/RH

Date of Decision: 2026-03-10

General Information

Depth of study relative to the degree requirements: First cycle, has only upper-secondary level entry requirements

Language of instruction: The course will be given in English

Aim

The course aims to provide participants with deeper knowledge about how risks and disasters affect different groups. By gaining basic knowledge about gender relations, vulnerability to climate change, and crisis management, students will learn to analyze how climate change and its effects impact men and women in different parts of the world.

Learning outcomes

Knowledge and understanding

For a passing grade the student must

- Demonstrate understanding and knowledge on central concepts in gender studies, disaster risk reduction and climate change from a social science perspective.
- Demonstrate understanding on basic knowledge on relevant research areas, with a focus on empirical data collection, analysis and evaluation using gender lens.

- Demonstrate understanding of international policies and efforts related to gender, disaster and climate change. Demonstrate through examples gender mainstreaming strategies in national and international efforts for reducing exposure to risk.

Competences and skills

For a passing grade the student must

- Demonstrate ability to explain relation among the key concepts of gender, disaster and climate change.
- Demonstrate ability to independently collect and evaluate gender disaggregated data.
- Demonstrate knowledge on how climate change can affect vulnerability among different social groups, and explain difference between outcome and contextual vulnerability.
- Demonstrate ability to explain what measures there are/can be to reduce vulnerability.
- Demonstrate knowledge on how measures can be evaluated and critically analyzed.
- In collaboration with others, identify complex links between gender and climate, and to identify measures taken to decrease negative consequences of climate change within specific groups

Judgement and approach

For a passing grade the student must

- Demonstrate ability that through a reflective and evidence-based approach identify the relationship between gender and climate change

Contents

The course focuses on increasing knowledge about how climate changes in different parts of the world are perceived and impact people in their daily lives. Topics include risk perceptions, i.e., how different groups perceive the risks of climate change and how different groups view measures to reduce negative consequences. The focus is also on how climate-related crises affect men and women differently, depending on what happens and where one lives. In some situations, for example, women are more severely affected by disasters than men, but sometimes it is the opposite. Special focus is placed on identifying and problematizing how these differences have arisen, and how work to reduce these gaps can be achieved.

The course contains three main components:

1. Identification and review of basic concepts. The focus here is on understanding concepts related to gender, status, and ethnicity, and the expectations associated with these roles.
2. Identification and review of basic concepts related to climate change in a national and international context. In this component, the relationship between how climate-related risks are perceived and managed, and how they affect people in different parts of the world, is developed. Questions concerning responsibility, risk distribution, and ethics in relation to climate change and its negative consequences are discussed.
3. In the final component, basic concepts are linked to measures to reduce vulnerability to climate change among different groups in different regions. In this component, we incorporate case studies from completed or ongoing

initiatives to identify lessons learned and successful strategies. In connection with this, the evaluation of measures is also discussed in a scientific manner.

The course literature consists of a course compendium that will be available in Canvas at the start of the course, containing several scientific articles, as well as a number of articles and grey literature that the students themselves will identify.

Examination details

Grading scale: UG - (U, G) - (Fail, Pass)

Assessment:

Performance Assessment is done in two forms:

1. Active participation in course seminars. This includes preparing, presenting, and discussing one's own and others' work. Tasks will be distributed during lectures, and instructions for group division, expected work effort, and peer response will be provided at the course's start.
2. Development of a project assignment. During the course, participants are expected to work in small groups to develop a proposed action or intervention aimed at addressing negative effects of climate change and climate-related disasters using the concepts and tools introduced in the course. This project will be presented to other course participants, and a written report must be submitted.

If a student has valid reasons for absence and cannot complete any part of the components, the examiner may approve the submission of an individual assignment. Valid reasons for absence from a mandatory component include a student being unable to participate without their own fault, such as accidents, sudden illness, or similar events.

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: 0125. **Name:** Gender, Disasters and Climate Risk.

Credits: 3.0. **Grading scale:** UG - (U, G).

Admission

The number of participants is limited to: No

Reading list

Contact

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