AL2511 Resilience Thinking in Sustainable Planning 7.5 credits

Resilienstänkande i hållbar samhällsplanering

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for AL2511 valid from Autumn 2024

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

Built Environment

Specific prerequisites

180 credits of university studies of which 7.5 credits in one of the subjects ecological environmental knowledge corresponding to course MJ1508 or planning and control of urban and regional development such as e.g.AG1137.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After passing the course the student should be able to:

1. explain and use central concepts in resilience thinking

2. discuss how these central concepts relate to each other

3. reflect on and critically discuss resilience thinking in general and in relation to sustainable planning in particular

4. apply social-ecological resilience in a planning context

5. present written work in a scientifically sound way

6. work in a collaborative project setting

Course contents

The course addresses different perspectives on social-ecological systems and their resilience, adaptability and transformability. The concepts are discussed in lectures, seminars and during the student's own studies of literature as well as in group work. We specifically analyze the concepts in relation to sustainable planning.

English language proficiency equivalent to (the Swedish upper secondary school) English course B/6.

Examination

- PRO1 - Project Work, 2.5 credits, grading scale: A, B, C, D, E, FX, F
- SEM1 - Literature Seminar, 2.0 credits, grading scale: P, F
- TEN2 - Home exam, 3.0 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.