

MULT90005 Interdisciplinarity and the Environment

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013. None.
Time Commitment:	Contact Hours: Three hours of classes each week - combination of lectures and tutorials. 3 hours x 12 weeks = 36 contact hours. Total Time Commitment: Approximately 120 hours, comprising class time, preparation and assignments.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p>The Melbourne School of Land and Environment (MSLE) welcomes applications from students with disabilities. It is University and School policy to take reasonable steps to make reasonable adjustments so as to enable the student's participation in the School's programs. MSLE contributes to the New Generation degrees and offers a broad range of programs across undergraduate and post-graduate levels many of which adopt a multi-disciplinary approach. Students of the School's courses must possess intellectual, ethical, and emotional capabilities required to participate in the full curriculum and to achieve the levels of competence required by the School. Candidates must have abilities and skills in observation; motor in relevant areas; communication; in conceptual, integrative, and quantitative dimensions; and in behavioural and social dimensions. Adjustments can be provided to minimise the impact of a disability, however students need to be able to participate in the program in an independent manner and with regard to their safety and the safety of others.</p> <p>I. Observation: In some contexts, the student must be able to observe demonstrations and experiments in the basic and applied sciences. More broadly, observation requires reading text, diagrams, maps, drawings and numerical data. The candidate should be able to observe details at a number of scales and record useful observations in discipline dependant contexts.</p> <p>II. Communication: A candidate should be able to communicate with fellow students, professional and academic staff, members of relevant professions and the public. A candidate must be able to communicate effectively and sensitively. Communication includes not only speech but also reading and writing.</p> <p>III. Motor: Candidates should have sufficient motor function necessary for participation in the inherent discipline-related activities. The practical work, design work, field work, diagnostic procedures, laboratory tests, require varying motor movement abilities. Off campus investigations may include visits to construction sites, urban, rural and/or remote environments.</p> <p>IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of professionals in land and environment industries, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.</p> <p>V. Behavioural and Social Attributes: A candidate must possess behavioural and social attributes that enable them to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel their disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
Contact:	<p>Office for Environmental Programs Ground Floor, Walter Boas Building (building 163)</p> <p><i>Enquiries</i> Phone: 13 MELB (13 6352) Email: 13MELB@unimelb.edu.au (mailto:13MELB@unimelb.edu.au)</p>

Subject Overview:	<p>This subject uses a discussion of disciplinary, interdisciplinary and transdisciplinary research on the environment to examine broader questions about the context, forms and purpose of contemporary knowledge production for addressing environmental policy and management issues. It looks at the values increasingly used to determine whether certain knowledge is a valid guide for environmental action and how these values are shaping the rise of transdisciplinarity. In particular, the subject focuses on the following main questions:</p> <ul style="list-style-type: none"> • What types of knowledge, and whose knowledge, are currently used in environmental decision making? • Why, how, and to what effect? • What is the role of academics and other knowledge producers - such as NGOs, think-tanks, and consultants?
Objectives:	<ol style="list-style-type: none"> 1. Distinguish the positive and negative implications of disciplinary, interdisciplinary and transdisciplinary knowledge production for researchers and decision makers in different settings. 2. Recognise the main parties and issues involved in producing and using knowledge for environmental decision making. 3. Develop and practice key collaboration skills, notably: self-reflection; open and clear communication; understanding of and respect for others' perspectives; and balancing, judging and integrating knowledge from diverse perspectives.
Assessment:	<ul style="list-style-type: none"> • A 1,500 word assignment, due in the middle of the semester, worth 30% of the overall mark for this subject. • A 3,500 word assignment due at the end of semester, worth 70% of the overall mark for this subject.
Prescribed Texts:	N/A
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>Students in this unit should:</p> <ol style="list-style-type: none"> 1. Enhance their interdisciplinary thinking and learning skills. 2. Further develop their critical thinking through readings, class discussions, collaboration and assessment. 3. Further develop analytical approaches to environmental issues of complexity and uncertainty.
Links to further information:	http://www.environment.unimelb.edu.au
Related Course(s):	<p>Master of Design (Urban Design) Master of Urban Design</p>
Related Majors/Minors/Specialisations:	<p>Climate Change Conservation, Restoration and Landscape Management Development Education Energy Efficiency Modelling and Implementation Energy Studies Environmental Science Environmental Science Governance, Policy and Communication Integrated Water Catchment Management Public Health Sustainable Cities, Sustainable Regions Sustainable Forests Waste Management</p>