ABPL90272 Regenerating Sustainability

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 3 hour studio and 1 hour lecture Total Time Commitment: 170 Hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability
Coordinator:	Dr Dominique Hes
Contact:	Email: **dhes@unimelb.edu.au (https://mce_host/faces/htdocs/%20dhes@unimelb.edu.au)** The Eastern Precinct (building 138) (between Doug McDonell building and Eastern Resource Centre) **Enquiries:** Current Student : **http://ask.unimelb.edu.au/ (http://ask.unimelb.edu.au/)** Web: **http://msd.unimelb.edu.au/ (http://msd.unimelb.edu.au/)**
Subject Overview:	Sustainable or Green Buildings are centred on creating more efficient buildings rather than aiming for zero or even positive contributions. This subject explores and critiques this efficiency based approach to sustainability and proposes a regenerative, positive and biophilic design framework. This subject will provide a series of lectures exploring the ideas of biophilia, positive development, regeneration, cradle to cradle, the living building challenge and contributive design. Based on a series of seminars and site visits, documented in student lead weekly reflections, student will apply their learning to an existing project in Melbourne.
Learning Outcomes:	# To understand the limitation around the current approach to sustainability # To understand the concepts of regenerative, biophilic and positive design and development # To contrast the certifications tools Green Star, NABERS and the Living Building Challenge # To be able to propose contributive solutions to discipline specific problems whether architectural, landscape, planning, social science, engineering, etc.
Assessment:	There are two types of assessment. 6 reflection cards, (individual task) equivalent to 500 words each due week 3- 12 (equivalent to 3000 words in total), 10% each; Major project, (group work). The major project consists of imagery and some descriptive text. The students each produce 3 x A3 sheets descripting their process and application of the theory. Each A3 sheet would be the equivalent of 500 words (equivalent to1500 words in total), due week 12, 40 %.

Prescribed Texts:	Living Building Challenge - http://plone.ilbi.org/lbc/LBC%20Documents/lbc-2.1Kellert, S.R., Heerwagen, J.H., Mador, M. Biophilic Design: Theory, Science, and Practice. New York: Wiley, 2008.Kellert, S. Building for Life: Designing and Understanding the Human-Nature Connection. Washington, DC: Island Press, 2005.7group and Reed, B. (2009) The integrative Design Guide to Green Building. John Wiley & Sons, Inc., Hoboken, New Jersey.McDonough W. & Braungart M. (2002) Cradle To Cradle. North Point Press.
Recommended Texts:	Passive systems Brundtland report.
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:	# Skills in critiquing sustainabilit; # Conceptual understanding of biophilic design, positive development, regenerative design, living building challenge and cradle to cradle; # Use of mind mapping, charrettes and backcasting.
Related Course(s):	Master of Architecture Master of Architecture Master of Design (Urban Design) Master of Urban Design
Related Majors/Minors/ Specialisations:	200 point Master of Architecture 300 point Master of Architecture Melbourne School of Design multidisciplinary elective subjects Sustainable Cities, Sustainable Regions Sustainable Cities, Sustainable Regions Tailored Specialisation Tailored Specialisation