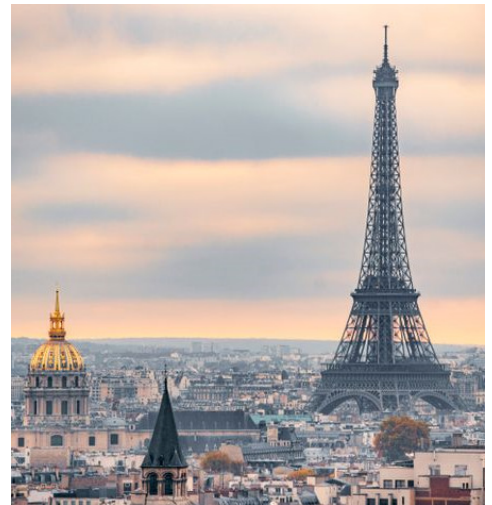


BALL STATE UNIVERSITY

Department of Architecture

ARCH 646 – Urban Design: History, Theory, and Practice

SPRING 2026



CONTACT INFORMATION

Instructor – Megan Phillippe, AIA, NCARB, NCIDQ Certified

Email: mephillippe@bsu.edu

Office Hours: Monday or Fridays am virtual appointment as needed

Office: AB 405

COURSE PREFIX / COURSE NUMBER / TITLE / CREDIT HOURS

ARCH 646 Urban Design: History, Theory, and Practice (3)

CATALOG COURSE DESCRIPTION / PREREQUISITES

Introduces the principles, practices, and theory of urban design. Considers the history of urban form, exploring the design of major cities and urban centers. Students develop an understanding of significant case studies while systematically studying physical form, regional influences, and how the public realm is shaped by various forces.

COURSE GOALS & OBJECTIVES

In this class we will study the modern city and how it has evolved over time. Through the reading of certain texts and excerpts, we will examine how designers and others have written about different cities and how these urban centers have been shaped by many elements. We will use some of this research to support our knowledge and history of Indianapolis as an urban workshop. This class will also help to support some of the design work you are completing in ARCH 602. In addition, student presentations and research projects that analyze and discuss the evolution of other cities around the world will help to apply these concepts learned.

IMPORTANT DATES:

Jan. 6th-Jan. 27th: Indianapolis Research

Jan. 27th: Indianapolis Presentations

February 3rd: Indianapolis Papers Due

February 24th: Individual Paper Proposals Due

March 10th: Research Project Outline and Annotated Bibliography Due

April 21st and 28th: Individual Research Project Presentations (zoom)

NAAB STUDENT PERFORMANCE CRITERION

A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

EVALUATION:

10%	Professionalism, Participation and Attendance
30%	Group Presentations (1 per week in groups of 2, only once throughout semester)
20%	Indianapolis Research Groups
40%	Individual City Research Project, Paper and Presentation

ASSIGNMENTS:

Professionalism, Participation and Attendance (10%):

Regularly I will assess your contributions and participation in the class and our discussions and assign a grade for this. I will be keeping track of attendance for each class. Any unexcused absences will reduce your grade by **10%**. Each unexcused late arrival (more than 5 minutes) will also reduce your grade by **5%**. It is your responsibility to notify me via email (not Canvas) if you are missing class for any reason. Unexpected absences due to severe illness, family emergencies, funerals, or other emergencies should be communicated as early as possible. It is your responsibility to participate in class and to be attentive during lectures. Doctor's excuses are required for excused illness absences. Required work must be ready on presentation days and must be on time. No late work will be accepted. You are expected to complete readings, take notes and come prepared to learn. It is your responsibility to make-up any missed class time, presentations or assignments.

Indianapolis Research Groups and Presentations (20%):

There are 6 different cultural areas designated in downtown Indianapolis, including: The Canal and White River area, Fountain Square, Indiana Avenue, Massachusetts Avenue, Market East and the Wholesale District. Broadripple, Meridian Kessler, Old Southside, Englewood, Martindale-Brightwood, Fountain Square, Fletcher Place, Woodruff Place, Twin Aire, among others, are optional areas to choose. We will divide into groups of 3-4 and do research at the Historical Society and other locations. It is expected that you will visit each neighborhood and explore on your own. Each group will be tasked with developing a 10-minute presentation on these areas in Indianapolis, including historical background, development, demographics, culture, famous landmarks, geographical influence, street sections, etc. This could be graphically or via video or other approved methods. At least 2-3 site related contextual diagrams and analysis should be included in these presentations and 2-3 diagrams that show zoning, codes and other regulations of the area. 2-3 Maps showing the transformation of the city over time will also be required. It will also be important to reflect your studio work in this presentation as well. A 5-6-page paper summarizing your project (maybe graphically presented as a booklet), well researched and full cited, will also be due on 1/27. Cite all images as well.

Reading Presentations (30%):

Each student will be required, in groups of two, to pick a week and carefully read the assigned readings for that week once throughout the semester. Then they will craft a presentation on the readings, including biographical info about the authors, or students can select several buildings or a famous street from the respective city to research. Each presentation should be about 10 minutes long and include at least 3 discussion questions. Your group may also choose to provide some research (not comprehensive) about the city itself and how the author depicts it. This presentation will happen at the start of class each week.

Individual City Research Project, Paper and Presentation (30%):

You will be required to complete a project, based on significant and complete research, that exhibits original ideas which can be presented to the class. This project can be about any city of your choosing that is not covered in our class, unless there is an aspect that you can argue is different than we discussed. Your research should also include how historians, architects, or authors from our readings (or others approved by me) have analyzed different cities, geographically and socially, and how you can adapt this philosophy to your city project. Thinking about the transformation of the city over time also helps. **Your one-page proposal for this project will be due to me on February 24th at the beginning of class.** This paper should cover the city's history, development and meaning, in addition to thinking about demographics, diversity, urban design, and other factors. Maps showing the transformation of the city over time will also be required. You may choose to cover one portion of the city in particular, for instance, Millennium Park area in Chicago. You may also decide to look at the larger picture of the city as whole, too. The final project will include an **8–10-page** research paper with bibliography and citations (Chicago Style and footnotes preferred and maybe graphically arranged like a booklet). You will present this project with a slide show presentation (likely online via Zoom) in class in April. **It should be 10 slides and last about 8-10 minutes each.** This project will require that you conduct your own significant research so, you should have at least 8 book and article sources that are peer-reviewed and academically vetted. To ensure that you are keeping up with your research, **a preliminary outline and annotated bibliography will be due March 10th** at the beginning of class. This will be a simple outline of your project/paper and will include sources that you have found to support your ideas. I am looking for creative and original ideas, not complete recreations. We will discuss this project more as the semester progresses.

GRADING SYSTEM & SCALE:

Grade descriptions are as follows (describing the quality of both product and process):

A (93+), A- (90-92)

B+ (87-89), B (83-86), B- (80-82)

C+ (77-79), C (70-76)

D (60-69)

F (below 60)

A, A-	excellent and exceptional quality work (going above and beyond minimal project requirements)
B+, B, B-	good quality work that is above average
C+, C, C-	average quality work
D+, D, D-	below average quality work, just above failure
F	not acceptable quality work

FREEDOM OF EXPRESSION

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

MATERIALS REQUIRED

Please have a computer (with appropriate software, microphone and camera), an external hard drive for back up is strongly recommended, sketchbook or note-taking materials.

ATTENDANCE POLICY / LATENESS / LATE WORK

It is imperative that you come to class on time, attendance during this time is required. Please be punctual.

We meet in class Tuesdays 9-11:30am, please keep this time open each day that we meet (don't schedule work or other appointments during this time). If you have more than 2 unexcused absences, this will affect your grade by 10%. Missing 5 times will result in a failing grade. I normally require doctor's excuses for absences (but please do not abuse this policy, remember you are practicing to be a professional, think of this class as your first real office job). Required work must be ready on presentation days and must on time. No late work will be accepted. Participation in all aspects of this class is required. If you have a medical or family emergency (including funerals, etc.), please let me know as soon as possible in order to make arrangements with your missed work/time. It is your responsibility to make-up any missed class time, presentations or assignments.

ONLINE PARTICIPATION POLICY

You are expected to be an active participant in the course. This course is designed to include discussion and other forms of collaboration and communication. You should be willing and ready to communicate with me and your classmates regularly. You will participate in weekly activities in your course. You will need to log into your course 3 to 4 times a week and check your official BSU University email account daily. Doing so will allow you to view announcements, participate in class activities, prepare for and complete assignments and assessments. You are expected to complete all assignments, projects and any other activities by the due date. It is implied that you will not record any instructors, peers or others without their knowledge or share videos or other materials without permission.

FEEDBACK POLICY

- I will try to return email from your official BSU address, within 48 hours during business days and within 48 hours on the weekend.
- I will read every discussion post, but I don't always personally comment on the posts.
- I will make every effort to grade your projects no later than within 10 business days of submission.
- Please feel free to email me before that time if you have any questions or concerns about your performance in class.

COMMUNICATION PLAN

Please see separate communication plan attached.

LATE POLICY

- All assignments are due by midnight EST/EDT time or as specified on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a loss of 10% of the available points for each day late.
- Technical issues are not valid excuses for late work unless the problem stems from Canvas servers.
- Canvas will not accept assignments for grading after 11:59 pm on the final day of class.
- Assignment Submission Policy
- All assignments should be submitted as PDF's unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated should be submitted using the assignment link in the module.

GRADING POLICY

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information on grade appeal, [consult the Ball State website](#)

ACADEMIC INTEGRITY/PLAGARISM POLICY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. Please review the [University's Academic Integrity Policy](#).

For all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

Violations

Examples of academic integrity violations include but are not limited to:

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Use or possession of a file created by someone else.
- Reusing work from another semester, course, or section.
- Fraudulent submission of work.
- Impersonating someone else or having them impersonate you.

- Making fraudulent or dishonest statements regarding your work.
- Soliciting others to complete work for you.
- Posting course files and resources on study or content sharing websites.

[The Plagiarism Tutorial from UNC Libraries](#) provides you with a great foundation in Academic Integrity.

PLAGIARISM DETECTION: The campus subscribes to Turnitin SimCheck, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin SimCheck. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

While we do not have quizzes and tests in this class, it is your responsibility to approach academic integrity with honesty. Your work is your own. Please use primary or peer-reviewed sources (books, journals, magazines, etc) for reference when possible and quote all your sources properly. You are allowed to have only 3 internet resources for the semester, that need to be approved by me (no Wikipedia, etc.).

Ball State Department of Architecture Student Academic Ethics Policy:

<https://www.bsu.edu/about/administrativeoffices/associateprovost/services/studentethics>

Cheating, plagiarism, or other violations will not be permitted in this class and you will be reported to the Department, College, and the University. If you are accused and proven of cheating or plagiarism, you could fail this course and possibly be removed from the University.

AI POLICY

The use of AI has a future in the profession of architecture. However, in this class any fabrication or reuse of someone else's work (even if yours from a previous semester or another student's work) will be regarded as plagiarism. Any writing, text, graphics or any work produced by AI and not referenced will also be considered plagiarism. AI can be used to start ideas flowing, but the work should be your own and not someone else's.

Cheating, plagiarism, or other violations will not be permitted in this class and you will be reported to the Department, College, and the University. If you are accused and proven of cheating or plagiarism, you could fail this course and possibly be removed from the University.

DIVERSITY AND INCLUSION STATEMENT

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff and student body. We are committed to ensuring that all members of the campus community are welcome through our practice of valuing the various experiences and world views of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. For Bias Incident Response information, go to <http://cms.bsu.edu/campuslife/multiculturalcenter/bias-incident-reporting> or email mc2@bsu.edu.

COURSE ACCOMODATIONS

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

With any accommodation, a student is responsible for:

- learning subject knowledge; demonstrating mastery of content; satisfying the essential requirements of course;
- meeting the same coursework demands required of all students.

Course accommodation agreements may include, but are not limited to:

- flexed attendance requirements; deadline extensions on assignments; etc

UNIVERSITY CODE OF STUDENTS RIGHTS AND RESPONSIBILITIES

Students are expected to read, understand, and adhere to these community standards.

<https://www.bsu.edu/about/administrativeoffices/studentrights/policiesandprocedures/studentcode>

RULES OF CONDUCT

While electronics are good and useful, I hope that you will limit your use of cell phones, computers and electronics that are not being used for production or research during class. Just like being in an actual architecture office, communication and collaboration are key to learning and we need to be aware of what's happening during classtime. Please be civil and practice respect during our time together.

LEARNING CENTER STATEMENT

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

WRITING CENTER

- *All designers must be able to effectively write about and verbally present their projects in a clear and concise way. You are encouraged to use the Writing Center (Robert Bell 295) to get additional feedback on your writing. Online and face-to-face appointments are available seven days a week: www.bsu.edu/writingcenter*

SPEAKING CENTER

The **Speaking Center** is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

COUNSELING & PSYCHOLOGICAL SERVICES RESOURCES

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

BASIC NEEDS HUB

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

CANVAS ACCESSIBILITY

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e., text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA AND PRIVACY

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

FACULTY DISCLOSURE STATEMENT

As Instructors at BSU, we care about your well-being and your future. If you are experiencing any life issues, please feel free to approach a professor for advice but be aware that all BSU employees are required by BSU regulations, Indiana State laws, and/or US laws to report various instances of (including but not limited to) child abuse, spousal abuse, sexual harassment, abuse, intentions of self-harm or violence, etc.

CARDINAL CARE PLEDGE

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus/cardinals-care-pledge>

BSU COVID-19 RESPONSE

For the most current COVID information from Ball State University – please refer to the following webpage: Cardinals Care

This site should provide the most current information on COVID to you, students and visitors.

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus>

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit www.bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- *Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.*
- *If a complaint is filed by the complainant or the University, an investigation will begin following University policy.*

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process](#).

FURTHER UNIVERSITY RESOURCES:

You may find the following services helpful in your course of study.

- [Ball State's Student Support Services](#)
- [Remote Learner Resources](#)
- [Library](#)
- [Writing Center](#)
- [Learning Center](#)
- [Counseling Center](#)

If you have difficulty with computer access or internet access, please let me know as soon as possible.

SUBJECT TO CHANGE STATEMENT:

This syllabus and schedule are subject to change in the event of extenuating circumstances.

COURSE SCHEDULE (subject to change):

Please complete required readings by class on **Tuesday of each week**. They are supplemental to the information we will be covering in class and will be part of our discussions. It is your responsibility to keep up with the readings during the course of this class. I suggest taking notes in your notebook/sketchbook or print them and take notes in margins to make sure that you are fully grasping the concepts covered. We will have discussions on Tuesday.

Indianapolis Focus:

Week 1:

1/6: Introduction

Week 2:

1/13: Indy and Research

Week 3:

1/20: Urban Space

Week 4:

1/27: Indy Presentations

Week 5:

2/3: Early Cities and Cultural Landscapes and Discussion

Student Presentation

Week 6:

2/10: Cities of Industry and the Grand Manner and Discussion

Student Presentation

Week 7:

2/17: Social Issues and the City and Discussion

Student Presentation

Week 8:

2/24: Urban Futures and The Modern City

Student Presentation

Week 9:

3/3: No Class – Spring Break

Week 10:

3/10: Washington, DC & IWM Tour

Student Presentation

Week 11:

3/17: Las Vegas

Student Presentation

Week 12:

3/24: Los Angeles

Student Presentation

Week 13:

3/31: Lagos

Student Presentation

Week 14:

4/7: New York

Student Presentation

Week 15:

4/14: Johannesburg & Stutz Building Tour with Delv

Student Presentations

Week 16 and Finals:

4/21 and 4/28: Student Presentations (via Zoom possibly)

*Denotes you might want to purchase these books for your own use, but not required.