

**Course ID:** LDST 317

**Instructor:** Dr. Julian Maxwell Hayter

**Office Hours (*virtual*):** Tuesday and Thursday, 12:30pm am to 1:30pm and by appointment—see link below

**Office Location:** Jepson Hall 237

**Course Name:** Reimagining Richmond

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**Course Meetings:** Tuesday and Thursday, 9:00am to 10:15am, Jepson Hall 118

**Office Hours Link:**

<https://urichmond.zoom.us/j/89436505910>

**Course Summary**

The condition of America's cities, "is difficult to grasp, not because the facts are secret, but because the facts are visible everywhere"—William Grieder, *Who Will Tell the People*, 1993

We have, over the last two centuries, become an urban species. With over half of the world's populations now residing in cities, humanity is more urban than in any point in our history. This trend has not merely accelerated recently, but will also, barring future catastrophe, continue apace. By the year 2050, experts predict, nearly

65 percent of the developing world and 90 percent of the developed world will live in cities.

Whether we know it or not, modern people have initiated one of the most profound demographic shifts in human history—you are active agents in leading the development of this new proximity. The United States is no exception to this rule and the future viability of humanity is contingent upon understanding of, and acting in, an urban context. In fact, America has been essential to the process of urbanization. While we are all subject to the forces urbanization and people drive urbanism, we often fail to understand this trend's very stark implications.

Cities are a series of human decisions. They do not grow organically. On the one hand, they have been shaped by people organizing strategies to maximize various opportunities and alleviate vulnerability. On the other hand, people have organized these strategies to meet larger demographic challenges—be those challenges cultural, ecological, economic, epidemiological, social, and/or political. Historical context, whether we are aware of these contexts or not, also shapes contemporary urban spaces.

Broadly, this course questions the spaces we inhabit and how history shapes, and continues to shape, why we live where we live – and, ultimately, how we do or do not prosper.

Primarily, this course argues that cities are never blank slates in which to blithely insert succeeding generations—historical actors brought their biases to bear on the development of America's cities, and without knowledge of that history, we will struggle to meet contemporary challenges.

Cities are the result of brilliant human innovation. Yet, people's prejudices molded the development of cities. Both of these matters can be true simultaneously—what if the ugly and the beautiful aren't diametrically opposed, but inextricably linked. The people of the twenty-first century are the legatees of spectacular human invention. They have also been left to atone for some of the darker chapters in recent human history. *Reimagining Richmond* is designed to examine these circumstances and probe whether and how we might consider a different set of decisions.

We will not merely think about Richmond and cities through the lens of history, geography, planning, and leadership; we will work closely with urban planners/developers (namely, non-profit, BridgePark RVA) to better understand how contemporary actors are reimagining the past, influencing the present, and shaping the future. Contemporary Richmonders are only recently coming to grips with the historical implications of distant past and the twentieth century—this course insists that you become active agents in these intellectual endeavors.

To this end, we will use Richmond, Virginia as a case study, with a particular focus on the downtown district (then moving outward). We will examine Richmond's

history in its entirety— from the lives and lifestyles of her original residents, on to the colonial era, through Reconstruction, and into the twentieth century. Although students will analyze the eras of slavery and the rise of Jim Crow, we will devote a considerable amount of time on reimagining twentieth century urban history. In fact, twentieth century urban politics and policies (e.g., slum clearance, redlining, restrictive covenants, suburbanization, urban renewal, expressway construction, et al) continue to influence American life in ways that people often fail to acknowledge. As we move throughout the course (at times off campus), contemporary Richmond will become our laboratory.

The course challenges you to think about Richmond not merely as an outdoor museum, but also as a moving ecology of parts—parts that need to be contemplated, cultivated, and criticized. Ultimately, much of the necessary (yet largely unlearned) lessons around what it means to be an “American” are visible everywhere in the streets of Richmond.

### **Course Objectives**

Many of you, but not all of you, have been critically underserved—you came to college with very little in the way of usable history. You were, dare I say, victims of pedagogical fashion—the heritage industry and the AP system all but guaranteed that the historical forces most relevant to your lives and the forward trajectory of our union went unmined, undiscovered, and, in some cases, flat-out ignored. The twentieth century matters. Civics matters. So too does urban history. And we will discover why.

We contemplate how contemporary actors bring their biases, histories, and experiences to bear on the shape of American urbanization. To this end, we will work closely with Bridge Park RVA. As we interrogate how we got to now, think about power relationships (e.g., political and economic leadership) in historical context. Peoples’ notions of leading and, indeed, following, often hinge on regional and era-specific value systems, opportunities, restrictions, etc. With this class, you will be empowered to think and act differently about urban life. BridgePark will, in many ways, be our conduit into these power and spatial relationships.

### **General Course Expectations**

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, and pertinently discuss various issues during lectures. To that end, I have several expectations for students during this semester’s duration.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. The extent to which I take attendance is contingent upon the state of the university's COVID-19 protocol (i.e., it may change should the color coding change). Unless you have a mandated, university-based accommodation, you ***may not*** use laptops to take notes during class. Please keep your iPhones and iPads off of the desks!
2. **Writing:** Papers are downgraded ½ of a letter grade for each day late. I will not accept late papers that are more than 3 days late.
3. **Reading Material: THIS COURSE IS READING INTENSIVE!** I strongly urge students to complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.
4. **Class Participation:** Please come to class prepared to talk extensively about the reading material and/or how the reading material relates to *relevant* subjects you think might enhance lecture/discussion.
5. **Cheating:** I catch at least one person every semester, despite the fact that I've included this subheading in my syllabi since teaching at UR. That said, do your own work or face the consequences. Our honor system prohibits *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Instances of cheating on coursework will be referred to the honor council—I *will not* adjudicate them. I simply send them directly to the Honor Council. As such, you must pledge and sign all written material for this course-- "I pledge that I have neither given nor received unauthorized assistance during the completion of this work". **I will not grade assignments that students fail to pledge.** You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com). Course materials from blackboard are my and other scholars' work.
6. **Communication:** Please check your email regularly— email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, **I will not respond to messages sent after 8pm until the next morning.** Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.
7. **Exams:** Unless mandated by administrators for the purposes of contract tracing and/or other COVID-19 related issues, exams cannot be rescheduled. Period. If you miss a quiz or an exam, your score is zero.

## Contemporary Implications

As we traverse Richmond's relatively recent political history, I strongly encourage students to read the *Richmond Times-Dispatch*. Please come to class prepared to incorporate local/national news into lectures.



## Required Textbooks

Outside of the required reading delineated below, I may upload several readings to Blackboard. BB readings are outlined in the course schedule **in bold print**.

Eric Avila, *The Folklore of the Freeway: Race and Revolt in the Modernist City*, (Minneapolis: University of Minnesota Press, 2014)

Clayton McClure Brooks, *The Uplift Generation* (Charlottesville: University of Virginia Press, 2017)

Benjamin Campbell, *Richmond's Unhealed History* (Brandylane, 2011)

Douglas Blackmon, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II* (New York: Anchor Books, 2009)

David Dailey, *Ratf\*\*ed: Why Your Vote Doesn't Count* (New York: Liveright, 2016)

Julian Hayter, *The Dream is Lost* (Lexington: University Press of Kentucky, 2017)

Jane Jacobs, *The Death and Life of Great American Cities* (Vintage: New York City, 1992)

**Robert Pratt, *The Color of Their Skin: Education and Race in Richmond, Virginia, 1954-1989* (Charlottesville: University Press of Virginia, 1993)**

**Peter Rachleff, *Black Labor in Richmond, 1865-1890* (Champaign: University of Illinois Press, 1989)**

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York City: Liveright, 2017)

**J. Douglas Smith, *Managing White Supremacy: Race, Politics, and Citizenship in Jim Crow Virginia*, (Chapel Hill: University of North Carolina Press, 2002)**

**Midori Takagi, *Rearing Wolves to Our Own Destruction: Slavery in Richmond, Virginia, 1782-1865* (Charlottesville: University Press of Virginia, 2001)**

Brent Tarter, *The Grandees of Government: The Origins and Persistence of Undemocratic Politics in Virginia* (Charlottesville: University Press of Virginia, 2013)

## Syllabus Meaning

Consider this document a contract. Fulfill your end of the bargain—the parameters under which you will work have been clearly articulated. The rules, especially now, are important. Follow them. The success of this course hinges on our ability to work together in a manner that respects the group. Do your job so that I can do mine. It's that simple.

## Assessment & Course Requirements

Principally, the Jepson School abides by the provision of the Honor System. All written material, including papers, exams, etc. must have the word, "Pledged", along with students' signatures. Writing "Pledged" signifies—"I pledge that I have neither given nor received unauthorized assistance during the completion of this work".

Class Participation & Attendance:	15% of final grade
PowerPoint Research Presentations:	20% of final grade
Reading Response Paper:	20% of final grade
Mid-term:	20% of final grade
Final Exam:	25% of final grade

### Grading Scale:

<b>A+ 4.0</b>	<b>B+ 3.3</b>	<b>C+ 2.3</b>	<b>D+ 1.3</b>
<b>A 4.0</b>	<b>B 3.0</b>	<b>C 2.0</b>	<b>D 1.0</b>
<b>A- 3.7</b>	<b>B- 2.7</b>	<b>C- 1.7</b>	<b>D- 0.7</b>
<b>F 0.0</b>	<b>I 0.0</b>	<b>M 0.0</b>	<b>V 0.0</b>

## Major Assignments

### 1. Paper

- a. Each student will write **one** 800 to 900-word critical thinking, summarization-based essay (example: using two readings, explain how \_\_\_\_\_ and \_\_\_\_\_ were compatible? How did people rationalize and respond to these forces?). These papers will address specific issues about the nature of course material, etc. It is your responsibility to not

merely answer the question, but to answer the question creatively by using primary/secondary sources from the course. Answer the questions argumentatively and support an argument with relevant source material.

- b. **Guidelines:**
  - i. Microsoft Word or Pages ONLY (NO PDFs)
  - ii. 1000 words
  - iii. 12-point font
  - iv. 1" margins
  - v. Times New Roman or Cambria ONLY
  - vi. Double-spaced
  - vii. Page number in **header**
  - viii. Chicago Style citations in footnote form
  - ix. Pledged
  - x. All papers are to be submitted via email on the due-date, no later than 11:59pm. Any paper submitted after 11:59pm of the due-date will begin to incur the late penalties delineated above.
- c. Reading Response Paper Due Dates
  - i. Reading Response Paper One: Monday, February 7

## **2. PowerPoint Presentations/Research**

- a. In November and December, all of you (in groups of two or three) will present a PowerPoint lecture on a subject of your choosing (and, my approval). These presentations should grapple with 3 major questions— 1) what historical challenges provided the context for topic in question, 2) how does your topic grapple with the course thesis, and 3) what does your topic tell us about the nature of power relationships and Richmond. This project is designed to not only inform your classmates (and, myself and Ted) about the topic, but to also answer the three questions above as lucidly and intelligently as possible. Good presentations showcase relevant research, articulate points clearly, provoke questions, and answer classmates' questions in an intelligent manner. Above all, you should aim to fully integrate a healthy supply of both primary and secondary sources. We will want to know not merely what you think of the topic in question, but also what scholars have to say about your topic.

## **3. Mid-term: Thursday March 3**

## **4. Final, TBD**

## **University Resources**

Staff members from the resources below are available to students for consultations regarding the points delineated below

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** (<http://asc.richmond.edu>, 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are:  
**Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m.**  
**On-call tutors are also available.**

**Boatwright Library Research Librarians** (<http://library.richmond.edu/help/ask/> or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

**Career Services** (<http://careerservices.richmond.edu/> or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

### **Counseling and Psychological Services**

(<http://wellness.richmond.edu/offices/caps/> or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** (<https://disability.richmond.edu/students/index.html> or 289.8032) The Office of Disability Services

works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable that student to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** (<http://speech.richmond.edu> or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** (<http://writing.richmond.edu> or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

### **Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

### **Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](http://disability.richmond.edu/)

### **Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

### **Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)

### **Addressing Microaggressions on Campus**

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.<sup>5</sup> With this in mind, as a community member at the University of Richmond, I pledge to address



microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525-548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57-66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup> <https://inclusion.richmond.edu/>

## [Course Schedule](#)

**Adjustments may be made to the course schedule as I see fit.**

**There may be slight variations in page numbers, as some of the book editions have been updated. Use your best judgment.**

**CAUTION**—reading material assigned to a particular date pertain to the corresponding lecture. Reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. **For instance, readings pertaining to January 13 will appear beneath the heading on January 11.**

The course schedule is broken into three sections: History, Urban History, and Urban History and Politics in the Modern Era.

### ***Section I: History***

#### **Week One: Examining Leadership as Ideology**

January 11 Course Introduction

Readings (for Thursday, August 29 and so on...):

Hayter, *Richmond City Profile*, Entire Piece (**blackboard**)  
 BridgePark, <https://www.bridgeparkrva.com>,  
<https://archpaper.com/2018/09/spatial-affairs-bureau-richmond-bridgepark/#gallery-0-slide-0>,  
<https://www.styleweekly.com/richmond/bridgepark-and-beyond-the-bold-plan-to-reconnect-downtown-manchester-and-the-riverfront/Content?oid=13144723>,  
<https://richmondgrid.com/bridgepark-receives-major-international-design-award/>

United Nations, *World Urbanization Prospects*, read initial pages and skim data

**(blackboard)**

January 13: BridgePark Project Delineation w/Ted Elmore

Readings

Tarter, *Grandeas of Government*, Prologue and 1

Campbell, *Richmond's Unhealed History*, 1-57

Takagi, *Rearing Wolves*, Introduction & Chapters 3 and 4

**(blackboard)**

**Week Two: The Politics of Paternalism-- How Slavery Shaped Richmond**

January 18: Thinking about Context

Readings

Campbell, *Richmond's Unhealed History*, 58-100

Takagi, *Rearing Wolves*, Chapters 5 and 6 **(blackboard)**

January 20: Thinking about Context

Readings

Tarter, *Grandeas of Government*, Chapters 4, 5, and 6

Campbell, *Richmond's Unhealed History*, 101-124

**Week Three: Southern Reclamation? -- Southern Leadership Within the Context of Redemption and Reconstruction (BridgePark Tour Week)**

January 25: Free Labor and Freemen

Readings

Rachleff, *Black Labor in Richmond*, Chapters 1 and 2

**(blackboard)**

Brooks, *The Uplift Generation*, Introduction and Chapter 1

January 27: The Politics of Post-Reconstruction

Readings

Tarter, *Grandeas of Government*, Chapters 10

Brooks, *The Uplift Generation*, Chapters 2 and 3

Smith, *Managing White Supremacy*, Introduction and Chapter 1

**(blackboard)**

**Week Four: From Plantation to Peonage**

February 1: Beyond Reconstruction

Readings

Blackmon, *Slavery by Another Name*, 1-12, 155-180

Brooks, *The Uplift Generation*, Chapter 3 and 4

February 3: Beyond Reconstruction

Readings

Tarter, *Grandeas of Government*, Chapters 10 and 11

Blackmon, *Slavery by Another Name*, 234-296

**Week Five: Peace and Tranquility—Progressivism and Segregation**

February 8: The Virginia Way

Readings

Brooks, *The Uplift Generation*, Chapters 4 and 5

Smith, *Managing White Supremacy*, Chapters 2 and 3

**(blackboard)**

February 10: Documentary: 13<sup>th</sup>

Readings

Brooks, *The Uplift Generation*, Chapters 6 and 7

Smith, *Managing White Supremacy*, Chapters 4 and 5

**(blackboard)**

***Paper 1—due Monday, February 22, 11:59pm***

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***Section II: Urban History***

**Week Six: Living for the City**

February 15: Urbanization, Urbanism, and Urbanites

Readings

Rothstein, *The Color of Law*, Preface-77

Jacobs, *The Death and Life...*, Introduction

February 17: Urbanization, Urbanism, and Urbanites

Readings

Rothstein, *The Color of Law*, 78-139

Jacobs, *The Death and Life*, Parts 2 and 3

**Week Seven: Richmond and Re-segregation and the 1930s**

February 22: Discussion on Jacobs

Readings

Hanchett, *The Other “Subsidized Housing”*, full article

**(blackboard)**

Avila, *The Folklore of the Freeway*, Introduction

February 24: Documentary, *The Pruitt-Igoe Myth*

Readings

Avila, *The Folklore of the Freeway*, Part 1 and 2

Rothstein, *The Color of Law*, 139-176

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***Section III: Urban History and Richmond Politics in the Modern Era***

**Week Eight: Urgency: Richmond-- WWII through the Brown decision**

March 1: Study Session

Readings

NO READINGS

March 3: **Mid-term**

Readings

Hayter, *The Dream Is Lost*, Introduction

Pratt, *The Color of Their Skin*, Chapter 1

Week Nine: Spring Break

**Week Ten: Strictly Political: The American Civil Rights Movement and The Rise of the Crusade for Voters**

March 15: Urbanism and Race

Readings

Pratt, *The Color of Their Skin*, Chapter 2

Hayter, *The Dream is Lost*, Chapters 1 and 2

Tarter, *Grandeas of Government*, Chapter 14

March 17: Political Leadership in the mid-1960s and the VRA

Readings

Hayter, *The Dream Is Lost*, Chapters 3 and 4

Daley, *Ratf\*\*ked*, Introduction and 1

**Week Eleven: Research Week**

March 22: In Library

Hayter, *The Dream Is Lost*, Chapter 5

Daley, *Ratf\*\*ked*, Chapters 2 and 3

March 24: In Library

Readings

Hayter, *The Dream Is Lost*, Conclusion

Daley, *Ratf\*\*ked*, Chapters 4, 5 and 6

**Week Twelve: Meeting the Challenges of Suffrage Expansion—The VRA and the Meaning of Politics**

March 29: The Politics of Forgotten Urban History

Readings

Daley, *Ratf\*\*ked*, Chapters 7, 8, and 9

March 31: The Politics of Forgotten Urban History

Readings

Daley, *Ratf\*\*ked*, Chapters 10, 11 and 12

**Week Thirteen: Consultations**

April 5: No Class

NO READINGS—WORK ON RESEARCH

April 7: Individual Consultation for Presentations (optional)

**Week Fourteen: PowerPoint Presentations**

April 12: Presentations

April 14: Presentations

**Week Fifteen: PowerPoint Presentations**

April 19: Presentations

April 21: Presentations

**Final Exam Week: Final TBD**