

Course ID: LDST 317

Instructor: Dr. Julian Maxwell Hayter

Office Hours (virtual): Tuesday and Thursday, 12:45pm to 1:45pm (see Zoom link below) and by appointment

Office Location: Jepson Hall 237

Course Name: *Reimagining Richmond*

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Course Meetings: Tuesday and Thursday, 10:30am to 11:45am, Jepson Hall 118

Office Hours

<https://urichmond.zoom.us/j/83516609460>

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

population 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 some seen or unforeseen 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 of humanity is contingent upon our understanding of, and acting in, an urban context. In fact, America has been essential to the process of modern 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.

Ignorance of these seismic population shifts won't stop them from happening. Cities are a series of human decisions. They do not grow organically. People have made decisions (and continue to make decisions) about where and how we live.

On the one hand, they cities have been shaped by people organizing strategies to maximize various opportunities and alleviate group vulnerability. On the other hand, people have organized urban 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 and future challenges.

Cities are the result of brilliant human innovation. Yet, people's prejudices molded the development of cities. Both matters can be true simultaneously—what if the ugly and the beautiful aren't diametrically opposed, but inextricably linked? What if bondage and freedom, restraint and liberty can exist at the same time?

You are the legatees of spectacular human invention. You have also been left to atone for some of the sins of your forebearers (that is the nature of things). *Reimagining Richmond* is designed to examine these circumstances and probe whether and how we might consider a different set of decisions. That is fundamentally a matter of leadership.

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 of America's cities. 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 particular focus on matters

of cartography. 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 arrived at college with very little in the way of usable, urban 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. We hope that 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. I do not take daily attendance, but I am keenly aware of students who are chronically absent. In fact, this course is designed (i.e., the quizzes and exams) to punish those of you that frequently miss class. 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 the desks! During study sessions and group work, you may use these devices.

2. **Writing:** Papers are downgraded $\frac{1}{2}$ 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 INTENSTIVE!** 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:** 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 athletics, contract tracing, other COVID-19 related issues, and/or university-approved issues (of the serious persuasion), **exams cannot be rescheduled.** Period. You’re not rescheduling final exams to leave for home a time that’s more convenient for you. The final schedule is what it is. Take it up with administration if you think you’ve been hoodwinked. If you miss an exam, your score is zero. Also, if you have a DAN, you need to either schedule to take your exam with Christina Mills in Jepson or with Disability Services
8. As we traverse Richmond’s relatively recent political history, I strongly encourage students to read the *Richmond Times-Dispatch*. Also, dedicate time to reading about contemporary urban planning. Start here:
 - a. <https://network.thehighline.org>
 - b. <https://dsl.richmond.edu/panorama/redlining/>
 - c. <https://www.bunkhistory.org>

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)

Marvin Chiles, *Here We Go Again: Race and Redevelopment in Downtown Richmond, Virginia 1977-Present* (Journal of Urban History, 2021)

Lizabeth, Cohen, *Saving America's Cities: Ed Logue and The Struggle to Renew Urban American in the Suburban Age* (London: Picador, 2020).

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)

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:	25% of final grade
Research Presentations:	25% of final grade
Reading Response Paper:	25% of final grade
Exams:	25% of final grade

Grading Scale:

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

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 (or were not) compatible? How did people rationalize and respond to matters of context?. 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.

- i. Paper Due Date, **Monday, February 26—prompt to come**

2. Group Project with Bridge Park:

- a. Over the course of the semester (the 3rd week forward), you will work with BridgePark RVA (<https://www.bridgeparkrva.com>), mapping and historicizing areas of interest in Richmond. We ask that you bring the course material to bear on the project. Each of you will work in groups of roughly 3 to 4. We will begin this project on March 21.

- i. Prompt to come!

3. Mid-term: Thursday March 7**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

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/

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

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

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.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² 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).³ 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.⁴

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.⁵ 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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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>

⁵ <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 18 will appear beneath the heading on January 16.**

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

***BB**=reading on Blackboard

Section I: History

Week One: Thinking About Cities

January 16: Course Introduction

Reading (for January 11 immediately below)

Hayter, *Richmond City Profile*, Entire Piece (**BB**)

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/>

<https://www.bridgeparkrva.com/>

<https://network.thehighline.org> (just snoop around)

January 18: BridgePark Project Delineation w/Ted Elmore (come with questions)

Reading

Tarter, *Grandeas of Government*, Prologue and 1

Takagi, *Rearing Wolves*, Introduction & Chapters 3 and 4 (**BB**)

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

January 23: Thinking about Context

Reading

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

January 25: Thinking about Context

Reading

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

Week Three: Southern Reclamation? -- Southern Leadership Within the Context of Redemption and Reconstruction

January 30: Free Labor and Freemen

Reading

Rachleff, *Black Labor in Richmond*, Chapters 1 and 2 **(BB)**

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

February 1: The Politics of Post-Reconstruction

Reading

Tarter, *Grandeas of Government*, Chapters 10

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

Smith, *Managing White Supremacy*, Introduction and Chapter 1 **(BB)**

Week Four: From Plantation to Peonage

February 6: Beyond Reconstruction

Reading

Brooks, *The Uplift Generation*, 4

February 8: Vote Here!

Reading

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

Week Five: Peace and Tranquility—Progressivism and Segregation

February 13: The Virginia Way

Reading

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

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

(BB)

February 15: Black Leadership

Reading

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

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

(BB)

Section II: Urban History

Week Six: Living for the City

February 20: Urbanization, Urbanism, and Urbanites

Reading

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

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

February 22: Urbanization, Urbanism, and Urbanites

Reading

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

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

Monday, February 26, 11:59pm—Paper Due

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

February 27: *Citizen Jane: Battle for the City*, Documentary

Reading

Hanchett, *The Other "Subsidized Housing"*, full article **(BB)**

Cohen, *Saving America's Cities*, Introduction

Avila, *The Folklore of the Freeway*, Introduction

February 29: Discussion on Jacobs, the Documentary, and the Reading

Reading

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

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

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

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

March 5: Study Session

Reading

NO READING

March 7: **Mid-term**

Reading

Hayter, *The Dream Is Lost*, Introduction

SPRING BREAK, MARCH 8 TO MARCH 17—relax, be safe, decompress (or don't)



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

March 19: Urbanism and Race

Reading

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

Cohen, *Saving America's Cities*, Part 1

March 21: Discussion on Cohen and Hayter (begin projects)

Reading

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

Week Eleven: The Twilight of the 20th

March 26: *Trail of History: Urban Renewal*, documentary

Hayter, *The Dream Is Lost*, Chapter 5 and Conclusion

Chiles, *Here We Go Again*, **(BB) Entire Article**

March 28: Marvin Chiles, Speaker

Reading

Cohen, *Saving America's Cities*, Part 2

Week Twelve: Moving Forward

April 2 By the 1980s

Reading

Cohen, *Saving America's Cities*, Part 3

April 4: Cooked: *Survival By ZipCode*

Reading

Cohen, *Saving America's Cities*, Conclusion

Week Thirteen: Consultations

April 9: No Class

NO READINGS—WORK ON RESEARCH

April 11: Individual Consultation for Presentations (optional)

Week Fourteen: Presentations

April 16: Presentations

April 18: Presentations

Week Fifteen: Presentations

April 23: Presentations

April 25: Presentations

Final Exam Week: TBD