**Course ID:** LDST 390-03  
**Course Name:** Richmond, VA and the Politics of Leadership  
**Instructor:** Dr. Julian Maxwell Hayter  
**E-mail:** jhayter@richmond.edu  
**Office Hours:** Tuesday and Thursday 12:00pm to 1:15pm and by appointment  
**Office Location:** Jepson Hall 237  
**Phone:** 804-287-6097  
**FALL 2012**

**Course Meetings:** Tuesday, Thursday 9:00-10:15 a.m.—Jepson Hall 108

**Course Summary**

This course focuses on political struggles in Richmond, Va. from Reconstruction through Jim Crow’s demise. More specifically, we will use politics as a vehicle to interrogate how Richmonders organized strategies to meet economic, political, and social challenges following the Civil War and how movements for civil rights transformed local power relationships. While the majority of the course examines Richmond’s relatively recent political history, prepare to interrogate the degree to which Richmond was the exception or the rule in the segregated South. We will spend the semester grappling with leadership as it relates to issues such as Southern labor relations, the construction/maintenance of the proverbial color line (and its flexibility), blacks’ struggles for civic humanity, and the persistence of racist civility in Virginia.

**Course Objectives**

Prepare to question historical actors on their own terms. Peoples’ notions of leading and, indeed, following often hinge on regionally and era-specific value systems, opportunities, restrictions, etc. We will use Southern history from Reconstruction to the relative present to not merely interrogate how Richmonders and Southerners met various leadership challenges, but how ideology and social context dictated the types of leadership that emerged in the post-Civil War South. What was ‘good’ Southern leadership in the late 19th and early-to-mid 20th centuries? How and why did historical actors attempt to strengthen or challenge the political, economic, and cultural status quo? What might these power relationships tell us about not merely Southern society, but also the evolution of American freedom? Above all, we will use Richmond’s history to more thoroughly understand not merely the relationship between context and leadership, but existing leadership questions.
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 is absolutely necessary to your success in this course!
   a. Although I do not take attendance formally, I have designed papers and tests around not merely readings, but the material we traverse during lectures
      i. Please see section on attendance and religious observance, http://studentdevelopment.richmond.edu/disability-services/faculty-guide/class-attendance.html
   b. You may use laptops to take notes during lectures. Please, however, refrain from using these devices for anything other than material relevant to lectures.

2. This course requires that you engage reading material.
   a. I strongly urge that you not only complete readings prior to class, I require that you bring said readings to lecture (i.e., come to class prepared).
   b. Please be mindful of the reading load and try to stay abreast current readings.

3. I expect all of you to participate relevantly to course discussion.
   a. 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
   b. Lectures:
      i. While reading, students need to contemplate a number of questions for lecture. You’ll find a core set of questions:
         1. What’s the problem? More specifically, how does the reading material relate to social need?
         2. What’s the context? How does context shape not merely the problem, but a solution (or lack thereof)?
         3. Who were the leaders? Were leaders everyday people? Did historical actors orchestrate change from the top-down or bottom up?
         4. What concepts social order dictated the tempo of power relationship?
5. How did people change the principles of justice and politics? Did members of the so-called dominant culture welcome these changes?

4. Papers are downgraded a full letter grade for each day late. I will not accept papers that are more than 3 days late
   a. SEE BELOW

5. I only offer make up exams in cases of extreme duress like documented medical/personal emergencies (judgment at my discretion) and/or religious observance

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

Throughout the semester’s duration I will also post required readings on Blackboard or handout hard copies of reading material. These readings are delineated below in the course schedule.


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

**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: 10% of final grade  
PowerPoint Research Presentations: 20% of final grade  
Reading Response Papers: 15% of final grade  
Mid-term: 20% of final grade  
Final Exam: 35% of final grade

**Grading Scale:**

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**Major Assignments**

1. Papers  
   a. Each student will write **two** five to seven page reading response papers. 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. The reading response paper’s effectiveness hinges your ability to clearly answer the questions argumentatively and support an argument with relevant source material.  
   b. Basic Guidelines
i. Page Length—5 to 7 pages
ii. 12-point font- Times New Roman or Cambria ONLY
iii. Default Margins: Microsoft Word
iv. Double-spaced
v. Page numbers in header/footer
vi. I will mark papers down for excessive typos
vii. Chicago Style citations required
viii. ALL PAPERS ARE TO BE SUBMITTED VIA EMAIL NO LATER THAN 11:59. ANY PAPER SUBMITTED AFTER 11:59 WILL BE CONSIDERED A DAY LATE.

1. Papers are downgraded a letter grade for each day late.

   c. Reading Response Paper Due Dates
      i. Reading Response Paper One: September 21
      ii. Reading Response Paper Two: October 29

2. PowerPoint Presentations/Research
   a. In late November, all of you (in groups of two) will present a PowerPoint lecture on a subject of your choosing (and, my approval). These presentations should grapple with 3 major questions—1) how does your topic relate to the study of leadership 2) what does your topic tell us about the nature of leadership, and 3) what historical challenges provided the context for topic in question. This project is designed to not only inform your classmates (and, myself) about the topic, but to also answer the three questions above as lucidly and intelligently as possible. A presentation's effectiveness hinges upon your ability to do relevant research, cite 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
   a. Date: October 11, 2012

4. Final
   a. Date: December 17, 2012 (2-5pm)
Course Schedule

CAUTION—reading material assigned to a particular date pertain to the following lecture. For instance, readings designated for August 30 will appear beneath the heading August 28 (i.e., the readings under 8-28-12 pertain to the next lecture).

Week One: Examining Leadership as Ideology
August 28: Course Introduction
Readings (for Thursday, 8-30-12):
- Cronin, Thinking and Learning Leadership, 27-32
- Rousseau, The Social Contract, 23-33
- Mill, Considerations..., 103-107
- Walker, David Walker's Appeal, 304-309
August 30: Thinking about Leadership in a Southern Context
Readings
- Takagi, Rearing Wolves, Introduction & Chapters 3 and 4

Week Two: The Politics of Paternalism-- How Slavery Shaped Richmond
September 4: Slavery and Power Relationships
Readings
- Takagi, Rearing Wolves, Chapters 5 and 6
September 6: Free Labor and Free Men
Readings
- Foner, Reconstruction, 55-123

Week Three: Southern Reclamation?-- Southern Leadership Within the Context of Redemption and Reconstruction
September 11: Scott Nesbit Lecture on Richmond & Reconstruction
Readings
- Ayers, The Promise of the New South, Chapter 2
- Rachleff, Black Labor in Richmond, Chapters 1 through 3
September 13: The Politics of Post-Reconstruction
Readings
- Rachleff, Black Labor in Richmond, Chapters 4 through 6
- Ayers, The Promise of the New South, Chapter 5

Week Four: From the Plantation to Peonage-- Black Labor in the late 19th Century
September 18: Richmond and Labor
Readings
- Rachleff, Black Labor in Richmond, Chapters 7 through 10
September 20: Richmond and Labor
Readings
- Smith, Managing White Supremacy, Chapters 1
- Ayers, The Promise of the New South, Chapter 6
Week Five: **Peace and Tranquility—Progressivism and Segregation**

September 25: Race and Southern Culture
Readings
Blackmon, *Slavery By Another Name*, 234-296
Washington, *The Atlanta Compromise Speech*
Wells, *This Awful Slaughter*

September 27: Interrogating Race
Readings
Gavins, *The Perils...*, Chapters 1 through 2

Week Six: **Foundations for Uplift-- Black Leadership in the early 20th Century Richmond**

October 2: Accomodationism
Readings
Smith, *Managing White Supremacy*, Chapter 2
Gavins, *The Perils...*, Chapter 3

October 4: Accomodationism
Readings
Smith, *Managing White Supremacy*, Chapters 3 and 4

Week Seven: **Virginians’ Campaign of Racial Purity**

October 9: Defining Otherness
No Readings—REVIEW FOR EXAM

October 11: Midterm Examination

Week Eight: **Richmond, Hyper-Segregation and the 1930s**

October 16: Fall Break—NO CLASS
Readings
Silver, *Twentieth-Century Richmond*, Chapters 3 and 4
Silver and Moeser, *The Separate City*, 24-30

October 18: *John Moeser Lecture on the New Deal, Redlining, and Deepening Segregation in Richmond*
Readings
Hayter, *We’ve Been Overcome*, Introduction and Chapter 1
Gavins, *The Perils...*, Chapters 5 and 6

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

October 23: Leadership Out of Context
NO READINGS

October 25: —NO CLASS
Readings
Hayter, *We’ve Been Overcome*, Chapter 2
Pratt, *The Color of Their Skin*, Chapter 1
Week Ten: **Strictly Political: The American Civil Rights Movement and The Rise of the Crusade for Voters**

October 30: Black Leadership and the Civil Rights Movement

Readings
Pratt, *The Color of Their Skin*, Chapter 2
Lawson, *In Pursuit of Power*, Chapters 1 through 3

November 1: Political Leadership in the mid-1960s and the VRA

Readings
Hayter, *We’ve Been Overcome*, Chapter 3
Lawson, *In Pursuit of Power*, Chapters 5 and 6

Week Eleven: **Meeting the Challenges of Suffrage Expansion—The VRA and Beyond**

November 6: Backlash and Elites’ Responses to Suffrage Expansion

Readings
Hayter, *We’ve Been Overcome*, Chapter 4
Lawson, *In Pursuit of Power*, Chapter 7

November 8: *Councilwoman Willie Dell Lecture on Richmond Politics after 1965*

Readings
Hayter, *We’ve Been Overcome*, Chapter 5
Lawson, *In Pursuit of Power*, Chapter 9

Week Twelve: **Research Week**

November 13: In Library
NO READINGS

November 15: In Library
Jeffries, *Virginia’s Native Son*, Chapters 1 through 4

Week Thirteen: **Technocrats and late 20th Century Leadership**

November 20: New Leadership in Richmond
NO READINGS—WORK ON RESEARCH
November 22: NO CLASS—Thanksgiving Break

Week Fourteen: **PowerPoint Presentations**

November 27: In-class to discuss projects
November 29: PowerPoint Presentations

Week Fifteen: **PowerPoint Presentations**

December 4: Presentations
December 6: Presentations

Week Sixteen: **PowerPoint Presentations**

December 11: Final Presentations
December 13: NO CLASS—REVIEW FOR FINAL
FINAL EXAM: December 17, 2012 (2-5pm)