Course ID: LDST 317
Instructor: Dr. Julian Maxwell Hayter
Email: jhayter@richmond.edu
Office Hours: Tuesday and Thursday 11:00am to 12:00pm (see Zoom link to come via email) and by appointment
Office Location: Jepson Hall 237
Phone: 804-287-6097

Course Meetings: Tuesday and Thursday, 9:15am to 10:30am, Jepson Hall 118

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 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, this 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 there.

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. The people of the twenty-first century are the legates 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 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 (be it actual or virtual) is essential to your success in this course. I am now obligated to take attendance to meet the demands of contact tracing—I will assign seats at the semester’s outset. You will occupy that seat for the entire semester. You **may not** use laptops to take notes during class. **Please bring them, however, for exams and other instances** that I designate over the course of the semester. Please keep your phones off of the desks!

2. **Reading Material:** **THIS COURSE IS READING INTENSE!** 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.
3. **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.

4. **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.

5. **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.

6. **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)

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


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

**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”.

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<thead>
<tr>
<th>Class Participation &amp; Attendance:</th>
<th>15% of final grade</th>
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<tr>
<td>PowerPoint Research Presentations:</td>
<td>20% of final grade</td>
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<tr>
<td>Reading Response Papers:</td>
<td>20% of final grade</td>
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<tr>
<td>Mid-term:</td>
<td>20% of final grade</td>
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<tr>
<td>Final Exam:</td>
<td>25% of final grade</td>
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**Grading Scale:**

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<th>A+ 4.0</th>
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<th>C+ 2.3</th>
<th>D+ 1.3</th>
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**Major Assignments**

1. **Papers**
   a. Each student will write **two** 1000-word critical thinking, summarization-based essays (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 22
   ii. Reading Response Paper Two: Monday, March 29

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 11
4. Final, TBD

University Resources & Support

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

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.
ger 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

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** ([asc.richmond.edu](http://asc.richmond.edu)): 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. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr3o1amtf8omjk72v2kth). Email Roger Mancastropa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services:** ([careerservices.richmond.edu](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** ([caps.richmond.edu](http://caps.richmond.edu) 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** ([disability.richmond.edu](http://disability.richmond.edu)) 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 students 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** ([speech.richmond.edu](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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](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.
**Course Schedule**

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

**CAUTION**—reading material assigned to a particular date pertain to the following lecture. For instance, the reading due for January 21 will appear beneath the heading January 19—we’re forecasting.

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

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**Section I: History**

**Week One:** Examining Leadership as Ideology

January 19 Course Introduction

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

- Hayter, *Richmond City Profile*, Entire Piece *(blackboard)*

January 21: Thinking about Context

Readings

- 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 26: BridgePark Project Delineation w/Ted Elmore

Readings

- Campbell, *Richmond’s Unhealed History*, 58-100
- Takagi, *Rearing Wolves*, Chapters 5 and 6 *(blackboard)*

January 28: Thinking about Context

Readings

- Campbell, *Richmond’s Unhealed History*, 101-124
- Rachleff, *Black Labor in Richmond*, Chapters 1 through 3 *(blackboard)*
Week Three: **Southern Reclamation? -- Southern Leadership Within the Context of Redemption and Reconstruction (BridgePark Tour Week)**

- **February 2:** Free Labor and Freemen
  - Readings
    - Rachleff, *Black Labor in Richmond*, Chapters 4 through 6 *(blackboard)*
    - Brooks, *The Uplift Generation*, Introduction and Chapter 1

- **February 4:** The Politics of Post-Reconstruction
  - Readings
    - Brooks, *The Uplift Generation*, Chapters 2 and 3
    - Smith, *Managing White Supremacy*, Introduction and Chapter 1 *(blackboard)*

Week Four: **From Plantation to Peonage-- Black Labor in the late 19th Century**

- **February 9:** No Class
  - Readings
    - Blackmon, *Slavery by Another Name*, 1-12, 155-180
    - Brooks, *The Uplift Generation*, Chapter 3 and 4

- **February 11:** Richmond and Labor
  - Readings
    - Gavins, *The Perils..*, Chapters 1 through 2 *(blackboard)*, Chapters 1 through 2 *(blackboard)*
    - Blackmon, *Slavery by Another Name*, 234-296

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

- **February 16:** Gradualism and the Virginia Way
  - Readings
    - Brooks, *The Uplift Generation*, Chapters 4 and 5
    - Smith, *Managing White Supremacy*, Chapters 2 and 3 *(blackboard)*

- **February 18:** Documentary: 13th
  - 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*
Section II: Urban History

Week Six: Living for the City
February 23: Urbanization, Urbanism, and Urbanites
Readings
Rothstein, The Color of Law, Preface-77
Jacobs, The Death and Life..., Introduction

February 25: 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
March 2: The Rise of the Inner City
Readings
Hanchett, The Other “Subsidized Housing”, full article
(blackboard)
Avila, The Folklore of the Freeway, Introduction

March 5: Documentary, The Pruitt-Igoe Myth
Readings
Avila, The Folklore of the Freeway, Part 1 and 2
Rothstein, The Color of Law, 139-176

Section III: Urban History and Politics in the Modern Era

Week Eight: Urgency: Richmond- WWII through the Brown decision
March 9: Study Session
Readings
NO READINGS

March 11: Mid-term
Readings
Hayter, The Dream Is Lost, Introduction
Pratt, The Color of Their Skin, Chapter 1

Week Nine: Strictly Political: The American Civil Rights Movement and The Rise of the Crusade for Voters
March 16: Urbanism and Race
Readings
Pratt, The Color of Their Skin, Chapter 2
Hayter, The Dream is Lost, Chapters 1 and 2

March 18: 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 Ten: Research Week**

March 23: In Library
Hayter, *The Dream Is Lost*, Chapter 5
Daley, *Ratf**ked*, Chapters 2 and 3

March 25: In Library
Readings
Hayter, *The Dream Is Lost*, Conclusion
Daley, *Ratf**ked*, Chapters 4, 5 and 6

**Paper 2—due Monday, March 29, 11:59pm**

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

March 30: The Politics of Forgotten Urban History
Readings
Daley, *Ratf**ked*, Chapters 7, 8, and 9

April 1: The Politics of Forgotten Urban History
Readings
Daley, *Ratf**ked*, Chapters 10, 11 and 12

**Week Twelve: Consultations**

April 6: No Class
NO READINGS—WORK ON RESEARCH
April 8: Individual Consultation for Presentations (optional)

**Week Thirteen: PowerPoint Presentations**

April 13: Presentations
April 15: Presentations

**Week Fourteen: PowerPoint Presentations**

April 20: Presentations
April 22: Presentations

**Week Fifteen: Study Week**

**Final Exam Week: Final TBD**