Course ID: LDST 390

Instructor: Dr. Julian Maxwell Hayter

Office Hours: Tuesday and Thursday
12:00pm to 1:15pm and by appointment

Office Location: Jepson Hall 237

Course Name: Richmond, VA and the Politics of Leadership

E-mail: jhayter@richmond.edu

Phone: 804-287-6097

Course Meetings: Tuesday and Thursday, 10:30-11:45, Weinstein 305

Course Summary

This course focuses on political struggles in Richmond, Va. from Reconstruction through Jim Crow's demise. More specifically, we will use politics to interrogate how Richmonders met 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 and America. We will spend the semester grappling with leadership as it relates to issues such as slavery, Southern labor relations, Jim Crow, twentieth century urban history, and the American civil rights movement.
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 and urban history from Reconstruction to the present to not merely interrogate how we got to now. What was ‘good’ Southern leadership in the late 19th and early-to-mid 20th centuries? How did Southerners maintain Jim Crow and in what ways did African Americans resist? What do these political, economic, and cultural power relationships tell us about American life broadly.

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 have designed papers to test not merely how well you have engaged the reading material, but also class discussions. You may not use laptops to take notes during class. Please keep your iPhones and iPads off the desks! You may not record lectures.

2. Reading Material: THIS COURSE IS READING INTENSIVE! I strongly urge that you 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. Writing: writing is a central component of the FYS program. Expect to write throughout the semester’s duration. Papers are downgraded ½ of a full letter grade for each day late. I will not accept late papers that are more than 5 days late.

5. Honesty/Honor Code: Do your own work. Instances of cheating on coursework will be referred to the honor council. 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. 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)

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. **Library Liaison:** Lucretia McCulley ([lmcculle@richmond.edu](mailto:lmcculle@richmond.edu)) is our library liaison. We will not only schedule a session(s) with Mrs. McCulley, you should specifically reach out to Lucretia during our final writing project.

**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** 1000-1300 word 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. **Guidelines:**
   
   i. 1000-1300 words
   
   ii. 12-point font
   
   iii. 1” margins
   
   iv. Times New Roman or Cambria ONLY
   
   v. Double-spaced
   
   vi. Page number in header
   
   vii. Chicago Style citations in footnote form
   
   viii. Pledged
   
   ix. 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.

1. c. Reading Response Paper Due Dates
   
   i. Reading Response Paper One: February 8
   
   ii. Reading Response Paper Two: March 28

2. **PowerPoint Presentations/Research**
   
   a. In April, 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) 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.

   i. Weeks 12 through 15

3. **Mid-term**
   
   a. March 3, in class

4. **Final**
   
   a. 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.

**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.  
[http://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.  
[http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

**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.”  
[http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

**Religious Observance:** Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.  
[http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)


**ADDITIONAL SUPPORT**

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

1. **Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu) or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

2. **Career Development Center** ([http://cdc.richmond.edu/](http://cdc.richmond.edu/) or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

3. **Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

4. **Speech Center** ([http://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.

5. **Writing Center** 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: [http://writing.richmond.edu](http://writing.richmond.edu)

6. **Boatwright Library Research Librarians** assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library's main service desk, email, text or IM. Link to [http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or call 289-8669.

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**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 January 12 (i.e., the readings under January 12, they're for January 14).

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

January 12: Course Introduction
Readings (for Thursday, January 14 and so on...):

Hayter, *Richmond City Profile*, Entire Piece

January 14: 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**

January 19: Slavery and Power Relationships

Readings

Takagi, *Rearing Wolves*, Chapters 5 and 6

January 21: Free Labor and Free Men

Readings

Foner, *Reconstruction*, Chapters Chapters 4 through 7

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

January 26: Burns, *The Civil War*

Readings

Ayers, *The Promise of the New South*, Chapter 2

Rachleff, *Black Labor in Richmond*, Chapters 1 through 3

January 28: 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**

February 2: Richmond and Labor

Readings

Rachleff, *Black Labor in Richmond*, Chapters 7 through 10

Foner, *Reconstruction*, Chapter 8

February 4: 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**

February 9: Race and Southern Culture

Readings

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

Washington, *The Atlanta Compromise Speech*

Wells, *This Awful Slaughter*

February 11: Documentary: *Slavery By Another Name*

Readings

Gavins, *The Perils...*, Chapters 1 through 2
Reading Response Paper 1—due Monday, February 8, 11:59pm

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

Richmond

February 16: Accomodationism
Readings
Smith, Managing White Supremacy, Chapter 2
Gavins, The Perils..., Chapter 3

February 18: Reimagining Booker T.
Readings
Smith, Managing White Supremacy, Chapters 3 and 4

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

February 23: What’s Wrong with the New Deal?
Readings
Silver, Twentieth-Century Richmond, Chapters 3 and 4
Silver and Moeser, The Separate City, 24-30

February 25: Documentary, The Pruitt-Igoe Myth
Smith, Managing White Supremacy, Chapters 7 and 8

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

March 1: Study Session
Readings

March 3: Mid-term
Readings
Hayter, We’ve Been Overcome, Introduction and Chapter 1
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: Black Leadership and the Civil Rights Movement
Readings
Pratt, The Color of Their Skin, Chapter 2
Sugrue, The Origins of the Urban Crisis, Introduction
Hayter, To End Divisions, Entire Article

March 17: Political Leadership in the mid-1960s and the VRA
Readings
Hayter, We’ve Been Overcome, Chapters 2 and 3
Lawson, In Pursuit of Power, Chapters 1 and 2

Week Eleven: Meeting the Challenges of Suffrage Expansion—The VRA and Beyond
March 22: Backlash and Elites’ Responses to Suffrage Expansion
Readings
   Hayter, *We’ve Been Overcome*, Chapter 4
   Lawson, *In Pursuit of Power*, Chapter 7
March 24: How We Got to Now
Readings
   Hayter, *We’ve Been Overcome*, Chapter 5
   Lawson, *In Pursuit of Power*, Chapter 9

**Week Twelve: Research Week**
March 29: In Library
   NO READINGS

March 31: In Library
   NO READINGS
   Reading Response Paper 2, Due Monday, March 28, 11:59pm

**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: TBD