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: Reimagining Richmond
E-mail: jhayter@richmond.edu
Phone: 804-287-6097

Course Meetings: Tuesday and Thursday, 10:30-11:45, Jepson Hall 108

Course Summary

This course is not merely about history, but how historical context and leadership continues to shape urban development: particularly the development of Richmond, Virginia. We will study Richmond’s history in its entirety— from the colonial era, through Reconstruction, and into the twentieth century. More specifically, we will interrogate how historical actors used politics and leadership to transform local power relationships. Although students will analyze the eras of slavery and the rise of Jim Crow, we will devote a considerable amount of time and energy on reimagining twentieth century urban history and the American civil rights movement. Ultimately, this course argues that cities are never blank slates— historical actors brought their biases to bear on the racial, political, and economic development of America’s cities. Richmond is no exception to this rule. In fact, twentieth century urban politics and policies (e.g., slum clearance, redlining, restrictive covenants, suburbanization, urban renewal, expressway construction, et al) continue to shape contemporary America in ways that more and more of us
know less and less about. Our purpose then is to reimagine contemporary urban America by analyzing the forces that made its cities possible.

**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:** Expect to write throughout the semester’s duration. Papers are downgraded $\frac{1}{2}$ 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**

Please order the books below online—search for bargains! I will upload several of the first readings to Blackboard. This should give you time to get the reading material in light of shipping time, etc. Barring the early readings that I will post online, we will have several readings that are also posted to blackboard. These readings are outlined in the course schedule —they read (blackboard) or (BB).


**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)


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. Microsoft Word or Papers ONLY (NO PDFs)
      ii. 1000-1300 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.

1. Reading Response Paper Due Dates
   i. Reading Response Paper One: February 6
   ii. Reading Response Paper Two: March 27

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, March 2, in class

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.

**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

**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

**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/

**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
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.

**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:** Exposing Leadership as Ideology  
January 10: Course Introduction  
Readings (for Thursday, January 14 and so on...):  
Hayter, Richmond City Profile, Entire Piece (blackboard)  
January 12: Thinking about the Southern Context  
Readings  
Takagi, Rearing Wolves, Introduction & Chapters 3 and 4 (blackboard)  

**Week Two:** The Politics of Paternalism—How Slavery Shaped Richmond  
January 17: Slavery and Power Relationships  
Readings  
Takagi, Rearing Wolves, Chapters 5 and 6 (blackboard)  
January 19: 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 24: Burns, The Civil War  
Readings  
Ayers, The Promise of the New South, Chapter 2  
Rachleff, Black Labor in Richmond, Chapters 1 through 3  
January 26: 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 Plantation to Peonage—Black Labor in the late 19th Century  
January 31: Richmond and Labor  
Readings  
Rachleff, Black Labor in Richmond, Chapters 7 through 10  
Foner, Reconstruction, Chapter 8  
February 2: Richmond and Labor  
Readings  
Smith, Managing White Supremacy, Introduction and Chapter 1  
Ayers, The Promise of the New South, Chapter 6  

**Week Five:** Peace and Tranquility—Progressivism and Segregation  
February 7: Race and Southern Culture
Readings
Blackmon, *Slavery By Another Name*, 234-296 *(blackboard)*
Washington, *The Atlanta Compromise Speech* *(blackboard)*
Wells, *This Awful Slaughter* *(blackboard)*

February 9: Documentary: 13th
Readings
Gavins, *The Perils...*, Chapters 1 through 2 *(blackboard)*

Reading Response Paper 1—due Monday, February 6, 11:59pm

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

*Richmond*

February 14: Accomodationism
Readings
Smith, *Managing White Supremacy*, Chapter 2
Gavins, *The Perils...*, Chapter 3 *(BB)*

February 16: Reimagining Booker T.
Readings
Smith, *Managing White Supremacy*, Chapters 3 and 4

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

February 21: What’s Wrong with the New Deal?
Readings
Sullivan, *Days of Hope*, Introduction and Chapters 1 & 2 *(blackboard)*
Silver, *Twentieth-Century Richmond*, Chapters 3 and 4 *(blackboard)*

February 23: Documentary, *The Pruitt-Igoe Myth*
Readings
Smith, *Managing White Supremacy*, Chapters 7 and 8

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

February 28: Study Session
Readings
NO READINGS

March s: Mid-term
Readings
Hayter, *The Dream Is Lost*, Introduction and Chapter 1 *(blackboard)*
Pratt, *The Color of Their Skin*, Chapter 1

Week Nine: **Spring Break—No Class**

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

March 14: Urbanism and Race
Readings
Pratt, *The Color of Their Skin*, Chapter 2
Hanchett, *The Other “Subsidized Housing”*, full article
(bold)
Hayter, *To End Divisions*, Entire Article
March 16: Political Leadership in the mid-1960s and the VRA
Readings
Hayter, *The Dream Is Lost*, Chapters 2 and 3 *(BB)*
Lawson, *In Pursuit of Power*, Chapters 1 and 2

**Week Eleven: Meeting the Challenges of Suffrage Expansion—The VRA and the Meaning of Politics**
March 1: Backlash and Elites’ Responses to Suffrage Expansion
Readings
Hayter, *The Dream Is Lost*, Chapter 4 *(BB)*
Lawson, *In Pursuit of Power*, Chapter 7
March 23: How We Got to Now
Readings
Hayter, *The Dream Is Lost*, Chapter 5 and Conclusion *(BB)*
Lawson, *In Pursuit of Power*, Chapter 9

**Week Twelve: Research Week**
March 28: In Library
NO READINGS
March 30: In Library
NO READINGS
Reading Response Paper 2, Due Monday, March 27, 11:59pm

**Week Thirteen: Consultations**
April 4: No Class
NO READINGS—WORK ON RESEARCH
April 6: Individual Consultation for Presentations (optional)

**Week Fourteen: PowerPoint Presentations**
April 11: Presentations
April 13: Presentations

**Week Fifteen: PowerPoint Presentations**
April 18: Presentations
April 20: Presentations

Final Exam: TBD