Course ID: LDST 390  
Instructor: Dr. Julian Maxwell Hayter  
Course Name: Reimagining Richmond  
E-mail: jhayter@richmond.edu  
Office Hours: Tuesday and Thursday  
12:00pm to 2:00pm and by appointment  
Phone: 804-287-6097  
Office Location: Jepson Hall 237

Course Meetings: Tuesday and Thursday, 10:30-11:45, Jepson Hall 120

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.”

We have, over the last two centuries, become an urban species. With now over half of the world’s populations residing in cities, humanity is now more urban than in any point our history. This trend has not merely accelerated recently, but will also, barring future catastrophe, continue apace. By the year 2050, authorities predict, nearly 65 percent of the developing world and 90 percent of the developed world will live in cities. Quite frankly, we are alive during one of the most profound demographic shifts in human history—we are also 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 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 do not grow organically— they have been shaped not just by people, but by people organizing strategies to meet larger 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.

Ultimately, this course argues that cities are never blank slates—historical actors brought their biases to bear on the development of America’s cities. On one hand, cities are the result of brilliant human innovation. On the other hand, people’s prejudices molded the development of cities. The people of the twenty-first century are the legatees of spectacular human invention. They have also been left to atone for some of the darker chapters in recent human history. In terms of humanity, the profound and the pernicious have crept their way into our urban spaces. Reimagining Richmond is designed to examine these circumstances.

This course is not merely about history, but how historical context and power/influence shaped and continue to shape urban development. In our case, we will use Richmond,
Virginia as a case study. We will examine Richmond’s history in its entirety— from 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. I have designed this reflection on Richmond, in the end, to examine these forces in ways that help us reimagine how history and power relationships shape our lives and our institutions presently. I hope that this course helps you all to reimagine not merely the past, but your place in the present and future.

**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 went unmined, undiscovered, and, in some cases, flat-out ignored. The twentieth century matters—and we will discover why.

As we interrogate how we got to now, think about power relationships (e.g., political leadership) in historical context. 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.

**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! Please be mindful of the reading load and try to stay abreast current readings. I strongly urge that you complete readings prior to class. I also require that you bring reading material to class. Come armed—use the reading material to “weaponize” discussion.
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 this course. Expect to write throughout the semester’s duration. Papers are downgraded a full letter grade for each day late. Do the math, 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—no negotiations. 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 ([lmccule@richmond.edu](mailto:lmccule@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**

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**.


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: 15% of final grade
- PowerPoint Research Presentations: 20% of final grade
- Reading Response Papers: 20% of final grade
- Mid-term: 20% of final grade
- Final Exam: 25% of final grade

**Grading Scale:**

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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 Papers 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 19
      ii. Reading Response Paper Two: Monday, April 2

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) 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) 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 8**
4. **Final, TBD**
University Resources & Support

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

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

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 18 will appear beneath the heading January 16—we're forecasting (i.e., the readings under January 18 appear under the January 16 subheading).

Week One: *Examining Leadership as Ideology*

January 16: Course Introduction
Readings (for Thursday, January 14 and so on...):
- Hayter, *Richmond City Profile*, Entire Piece *(blackboard)*

January 18: Thinking about Context
Readings
- Takagi, *Rearing Wolves*, Introduction & Chapters 3 and 4

Week Two: *The Politics of Paternalism—How Slavery Shaped Richmond*

January 23: Slavery and Power Relationships
Readings
- Takagi, *Rearing Wolves*, Chapters 5 and 6

January 25: 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 30: Burns, *The Civil War*
Readings
- Ayers, *The Promise of the New South*, Chapter 2
- Rachleff, *Black Labor in Richmond*, Chapters 1 through 3

February 1: 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*

February 6: Richmond and Labor
Readings
- Rachleff, *Black Labor in Richmond*, Chapters 7 through 10
- Foner, *Reconstruction*, Chapter 8
February 8: 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 13: Documentary: 13th
Readings
Blackmon, *Slavery by Another Name*, 1-12, 155-180

February 15: Documentary: 13th
Readings
Gavins, *The Perils...*, Chapters 1 through 2 (blackboard)
Blackmon, *Slavery by Another Name*, 234-296

**Paper 1—due Monday, February 19, 11:59pm**

**Week Six: Foundations for Uplift-- Black Leadership in the early 20th Century Richmond**
February 20: Accommodationism
Readings
Smith, *Managing White Supremacy*, Chapter 2
Gavins, *The Perils...*, Chapter 3 (blackboard)

February 22: Accommodationism
Readings
Smith, *Managing White Supremacy*, Chapters 3 and 4

**Week Seven: Richmond and Re-segregation and the 1930s**
February 27: 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)

March 1: Documentary, *The Pruitt-Igoe Myth*
Readings
Smith, *Managing White Supremacy*, Chapters 7 and 8
Hanchett, *The Other “Subsidized Housing”*, full article (blackboard)

**Week Eight: Urgency: Richmond-- WWII through the Brown decision**
March 6: Study Session
Readings
NO READINGS

March 8: Mid-term
Readings
Hayter, *The Dream Is Lost*, Introduction
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 20: Urbanism and Race
Readings
Pratt, *The Color of Their Skin*, Chapter 2
Hayter, *The Dream is Lost*, Chapters 1 and 2

March 22: 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 Eleven: **Research Week**

March 27: In Library
Hayter, *The Dream Is Lost*, Chapter 5
Daley, *Ratf**ked*, Chapters 2 and 3

March 29: In Library
Readings
Hayter, *The Dream Is Lost*, Conclusion
Daley, *Ratf**ked*, Chapters 4, 5 and 6

**Paper 2—due Monday, April 2, 11:59pm**

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

April 3: Backlash
Readings
Daley, *Ratf**ked*, Chapters 7, 8, and 9

April 5: Backlash
Readings
Daley, *Ratf**ked*, Chapters 10, 11 and 12

Week Thirteen: **Consultations**

April 10: No Class
**NO READINGS—WORK ON RESEARCH**

April 12: Individual Consultation for Presentations (optional)

Week Fourteen: **PowerPoint Presentations**

April 17: Presentations

April 19: Presentations

Week Fifteen: **PowerPoint Presentations**

April 24: Presentations

April 26: Presentations

Final Exam: TBD