

Course ID: LDST 317

Instructor: Dr. Julian Maxwell Hayter

Office Hours: Tuesday and Thursday,
1:30pm to 2:30pm and by virtual
appointment

Office Location: Jepson Hall, 119B (Ethics
Suite)

Course Name: *Reimagining Richmond*

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Course Meetings: Tuesday and Thursday, 12:00pm to 1:15pm, 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

Humanity has, over the last two centuries, become an urban species. With over half of the world's population now living in cities, humanity is more urban than in any point in our history. This trend has not merely accelerated recently, but will also, barring some seen or unforeseen future catastrophe, continue apace. By the year 2050, experts predict, 65 percent of the developing world and 90 percent of the developed world will live in cities.

Modern people have started one of the most profound demographic shifts in recent history—they have been active agents in urbanizing humanity. In fact, when panning out to include metropolitan areas, towns, and suburbs, 80 percent of people live in urban areas.

Yet, we rarely consider these trends —the true scale of urbanization is hard to grasp. This size, as the quote above suggests, often obscures patently obvious, hidden, and micro-level dynamics that have made modern cities possible. While we are all subject to the forces of urbanization and people drive urbanism, we often do not understand this trend's very stark implications. Ignorance of these seismic population shifts will not stop them from happening. There have been, and continue to be, a handful of people *do* consider these factors—from historians to civic organizers and, ultimately, city planners. These people recognize something that many rarely consider:

Cities are a series of human decisions. They do not grow organically. People have made decisions (and continue to make decisions) about where and how we live. And these decisions have given rise to patterns. Urban patterns are not just negotiations between people, but also built and natural environments. Cities have been the result of, and given rise to, brilliant human innovation. They have also been laboratories for human limitations and restrictions.

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.

Cities are never blank slates—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 and future challenges. You are the legatees of spectacular human invention. You have also been left to atone for some of the sins of your forebearers (that is the nature of things).

Reimagining Richmond is designed to examine these circumstances and probe whether and how we might consider a different set of decisions. Urban history is fundamentally a matter of leadership.

To this end, we will use Richmond, Virginia as a case study. 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 critiqued. 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

History does not endeavor into the affairs of empathy. it is a fundamentally emphatic exercise. In reading, researching, and writing history, we are trying to understand how people from the forever-gone past made sense of their world with the tools available to them at the time. That is a fundamentally empathetic exercise— we are trying to understand how people felt about their world, what motivated their behavior, and gave rise to their production. Be mindful of historical fallacies (judging historical behavior with knowledge that was not available and/or attributing modern morality to people of the past). People have lived and died on this planet believing in things that you now know are patently false. You will take ideas to your grave that future people will think are absurd.

Scholars have spent the last several decades not merely revolutionizing our understanding of United States history, but also addressing the glaring omissions that once characterized the field. To this day, many of you know extraordinarily little of 20th century American history and the history of our urban spaces—there is a reason for that. And it is because history is a high-stakes game and textbooks are a series of political decisions. We have made choices about what you do and do not know. Textbook authors lanced our urban history in favor of other stories.

If you take anything away from this class, take this: there is no such thing as the good old days. People have struggled to make your every day lives easier. Historical actors often forged these inventions in the crucible of crisis and necessity. Cities are no exception to this rule. Historically, urban spaces were death traps beset by varying degrees of disease and danger. And they are safer now than they have ever been and people still struggle to understand this because they do not know the history.

Take for instance: In the late 19th century, New Yorkers used nearly 100,000 working horses for various daily tasks. These horses deposited more than 2.5 million pounds of manure and 40,000 gallons of urine onto the city's streets every day. These horses and other livestock (which were not quarantined away from living quarters) created a massive public health and sanitation emergency of epic proportions.

Point? It is difficult to measure precisely what you have inherited if you are unwilling to acknowledge the struggles of our forebearers.

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 do not take daily attendance, but I am keenly aware of students who are chronically absent. In fact, this course is designed (i.e., the quizzes and exams) to punish those of you who are frequently absent. Unless you have a mandated, university-based accommodation, you **are not allowed** to use laptops to take notes during class. Please keep your iPhones and iPads off the desks! No recording of any kind— if I catch you with glasses, consider it a violation of this syllabus (you can translate that as F for participation). During study sessions and group work, you may use these devices.
2. **Reading Material: THIS COURSE IS READING INTENSIVE!** 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. Missing class regularly and not participating is “D to C level” participation. Missing class regularly yet participating is “B- level” work. Coming to class regularly yet failing to contribute is “B/B+ level” participation. Coming to class and participating regularly is “A-/A level” participation. Also, I can't see alligator arms, if you've got something to say, raise your damn hand (high) or speak up (I won't be offended).
4. **Academic integrity, honor, and trust** are fundamental to the University of Richmond's mission. Education is a philosophical process— colleges and universities follow certain principles of not just learning, but the process of evidence-based discovery. The University of Richmond, as a liberal arts institution, is committed to these principles. And above all else, these principles are bonded by by trust. In situations where academic misconduct strains our community's trust, we have created a process of accountability that is efficient and fair—for students, faculty, and staff. While our culture of accountability very seriously considers to the underlying conditions that initially gave rise to the misconduct, it also requires that students, faculty, and staff remain proactive about our **Community Standards**.

Ideas matter. They power universities (they are the engine that drives higher education). We urge faculty, staff, and students to follow rules of evidence, give credit where it is due, and, when necessary, make their own validated claims of originality. This process is difficult to achieve if members of our community fail to honestly engage the educational process.

- To this end, this course, like other college courses, is an exercise in educational aptitude and information literacy disguised as an urban history/leadership course. My ability to evaluate your work requires that the work in question upholds certain standards of academic integrity and trust. Barring instances of group-based work, all the assignments completed in this course must be your own work.
5. **Cheating:** Do your own work (unless otherwise specified) or face the consequences. Our community standards prohibit *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Egregious instances of cheating on coursework will be referred to student conduct officials. It will follow this process: https://studentdevelopment.richmond.edu/Academic_Conduct_Process_Flowchart.pdf
 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. **Exams:** Unless mandated by administrators for the purposes of athletics, contract tracing, other COVID-19 related issues, and/or university-approved issues (of the serious persuasion), **exams cannot be** rescheduled. Period. You're definitely not rescheduling final exams to leave for home a time that's more convenient for you. The final schedule is what it is. Take it up with administration if you think you've been hoodwinked. If you miss a quiz or an exam, your score is zero. Also, if you have a DAN, you need to either schedule to take your exam with Christina Mills in Jepson or with Disability Services.
 8. **Grade Grubbing: It is unethical to dole out grades that students haven't earned.** At Jepson, we prioritize ethics (this will become clear as the semester rolls on) and it is my job, as an expert, to assess your comprehension of the subject matter. Inflating grades gives rise to cognitive dissonance between students you have earned their grade and those that they think they deserve more. Hard work doesn't always pay off—we don't give grades for effort; we give them for performance. There are any number of things that people pay for that require them to follow rules—this is place is one of many.
 9. **I have authorized generative AI tools** for the following activities only—**StoryMap projects**. The use of generative AI, however, must be cited in Chicago Manual of Style and within the citation, you must specify precisely how you used AI. Failure to cite AI usage will be considered a violation of the honor code.
 - a. You MAY NOT use AI on any other assignment in this course unless otherwise specified by the instructor.
 10. **NO EXTRA CREDIT. NEVER. EVER. FOREVER EVER NEVER.**
 11. As we traverse Richmond's relatively recent political history, I strongly encourage students to read the *Richmond Times-Dispatch*. Also, dedicate time to reading about contemporary urban planning. Start here:
 - a. <https://network.thehighline.org>
 - b. <https://dsl.richmond.edu/panorama/redlining/>
 - c. <https://www.bunkhistory.org>
 12. **NO EXTRA CREDIT. NEVER. FOREVER EVER. FOREVER EVER.**

Required Reading

Outside of the required reading delineated below, I may upload several readings to Canvas. **Canvas readings** are outlined in the course schedule **in bold print**.

Marvin Chiles, *Here We Go Again: Race and Redevelopment in Downtown Richmond, Virginia 1977-Present* (Journal of Urban History, 2021)

Julian Hayter, *The Dream is Lost* (Lexington: University Press of Kentucky, 2017)

Jane Jacobs, *The Death and Life of Great American Cities* (Vintage: New York City, 1992)

Peter Rachleff, *Black Labor in Richmond, 1865-1890* (Champaign: University of Illinois Press, 1989)

Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (New York City: Liveright, 2017)

J. Douglas Smith, *Managing White Supremacy: Race, Politics, and Citizenship in Jim Crow Virginia*, (Chapel Hill: University of North Carolina Press, 2002)

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

Brent Tarter, *The Grandees of Government: The Origins and Persistence of Undemocratic Politics in Virginia* (Charlottesville: University Press of Virginia, 2013)

Thad Williamson, Julian Hayter, and Amy Howard, *The Making of Twenty-First Century Richmond: Politics, Policy, and Governance* (Chapel Hill: University of North Carolina Press, 2024)

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".

Class Participation & DQs:
Research Presentations:

35% of final grade
20% of final grade

Reading Response Paper:
Exams:

20% of final grade
25% of final grade

Grading Scale:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A 4.0	B 3.0	C 2.0	D 1.0
A- 3.7	B- 2.7	C- 1.7	D- 0.7
F 0.0	I 0.0	M 0.0	V 0.0

Major Assignments

1. Then & Now StoryMaps Project

- Where are you from? Have you considered the history of this place and how it has changed over time. Your first endeavor into the affairs of urban history will be local.
- Using StoryMaps, you will choose a site from your place of origin and explain how it has changed over time. What was it like then and what is it like now? What forces gave rise to these developments?
- Prompt to come!

2. Group Project: Where History Intersects

- Historians James Banner, Jr. argues, "History is what people make of the forever-gone past out of surviving documents and artifacts, human recall, and such items as photographs, films, and sound recordings." In fact, the historical process involves making sense of the evidence that historical actors have left us—making sense, in fact, with contemporary tools.
- To this end, prepare to endeavor into the affairs of micro history. Your task is to pick an intersection in the City of Richmond or the Richmond metropolitan region and tell the history of that intersection—how is the area implicated in the history we've traversed?
- Prompt to come!

3. Opportunity to showcase work: (more to come)

- <https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/contest/overview>

4. Discussion Questions

- On the course schedule below, you will find certain dates have been reserved for discussion. Come to class with 1 or 2 discussion questions. These questions should be open-ended (i.e., they *should not* be yes or no questions). These questions should help drive discussion by asking larger questions of the readings. They need to demonstrate command of the material, blend that material with lecture, and, ideally, bring in

material outside of the course (e.g., cite an article, media, etc.) that grapples with the subject matter and the reading material in question. They should also incorporate outside material and these sources should be used to contextualize the question(s)

i. Discussion Dates:

1. **September 24**
2. **October 15**
3. **December 8**

ii. DQ Details

1. 150-200 words
2. 12-point font
3. Times New Roman or Cambria ONLY
4. Single-spaced
5. Name and Pledge
6. Due in hard copy on day of the discussion

5. Mid-term: October 8

6. 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.

Academic Skills Center (<http://asc.richmond.edu>, 289-8626 or 289-8956): 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.

Hours at the Center are:

Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

Boatwright Library Research Librarians (<http://library.richmond.edu/help/ask/> or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

Center for Awareness, Response, and Education (<https://care.richmond.edu/>): The mission of C.A.R.E. is to prevent violence and foster a healthier and safer campus for all spiders.

Health Promotion (<https://healthpromotion.richmond.edu/>): We support a holistic approach to the health and wellness of students, faculty, staff, and community members. We frequently partner with campus-wide departments to offer educational programming and prevention services, while creating and building community.

Disability Services (<https://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 that student 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 (<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.

Writing Center (<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.

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. registrar.richmond.edu/services/policies/academic-credit.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." <https://studentdevelopment.richmond.edu/student-handbook/honor/index.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

Course Schedule

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

There may be slight variations in page numbers, as some of the book editions have been updated. Use your best judgment.

CAUTION—reading material assigned to a particular date pertain to the corresponding lecture. Reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. **For instance, readings pertaining to August 27 will appear beneath the heading on August 25.**

*C=reading on Canvas

Section I: History

Week One: Thinking About Cities

August 25: Course Introduction

Reading (for August 27 immediately below)

Hayter, *Richmond City Profile*, Entire Piece (C)

<https://www.bunkhistory.org/resources/what-is-revisionist-history>

<https://medium.com/new-american-history/how-do-our-ideas-about-history-change-b393d940eddc>

August 27: Thinking Broadly about Cities

Reading

Tarter, *Grandeas of Government*, Prologue and 1

Takagi, *Rearing Wolves*, Introduction & Chapters 3 and 4 (C)

Week Two: The Politics of Paternalism-- How Slavery Shaped Richmond

September 1: Thinking about Context

Reading

Takagi, *Rearing Wolves*, Chapters 4 and 5 (C)

September 3: Thinking about Context

Reading

Tarter, *Grandeas of Government*, Chapters 6

<https://www.bunkhistory.org/resources/a-fable-of-agency-brenda-wineapple>

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

September 8: Annie Evans and *Bunk History*

Reading

Rachleff, *Black Labor in Richmond*, Chapters 1 and 2 (C)

September 10: The Politics of Post-Reconstruction

Reading

Tarter, *Grandeas of Government*, Chapters 10

Smith, *Managing White Supremacy*, Introduction and Chapter 1 (C)

Week Four: From Plantation to Peonage

September 15: Beyond Reconstruction

Reading

September 17: StoryMaps Prompt & Intro to StoryMaps with Beth and Annie

Reading

Tarter, *Grandeas of Government*, Chapters 10 and 11

Week Five: Peace and Tranquility—Progressivism and Segregation

September 22: The Virginia Way

Reading

Smith, *Managing White Supremacy*, Chapters 2 and 3 (C)

<https://www.bunkhistory.org/resources/the-chilling-persistence-of-eugenics>

September 24: Discussion

Reading

Smith, *Managing White Supremacy*, Chapters 4 and 5 (C)

<https://www.ohio.edu/news/2023/03/kathleen-sullivans-new-book-talks-trash-gilded-age-politics-corruption-aplenty>

Section II: Urban History

Week Six: Living for the City

September 29: **Mapping Inequality and Urban Renewal w/Annie**

Reading

Rothstein, *The Color of Law*, Preface to 77

Jacobs, *The Death and Life...*, Part 1

<https://dsl.richmond.edu/panorama/redlining/>

October 1 : Urbanization, Urbanism, and Urbanites

Reading

Rothstein, *The Color of Law*, 78-139

Jacobs, *The Death and Life...*, Parts 2 and 3

<https://www.kanopy.com/en/richmond/video/13820183?frontend=kui>

Week Seven: MIDTERM WEEK

October 6: Study Session

Reading

NO READING

October 8: **Mid-term**

Reading

Hayter, *The Dream Is Lost*, Introduction

Week 8: Partial week BREAK, October 9 to October 14—relax, be safe, decompress (or don't)



**NO SCHOOL
FALL BREAK**

October 15: Documentary, *Citizen Jane*
No Reading

Week Nine: Richmond and Re-segregation, and the 1930s

October 20: Discussion on Jacobs Documentary and the Reading

Reading

Hanchett, *The Other "Subsidized Housing"*, full article (C)

<https://www.bunkhistory.org/resources/redlining>

Hayter, *The Dream is Lost*, Chapters 1 and 2

<https://www.bunkhistory.org/resources/work-in-progress-the-voting-rights-act>

October 22: Discussion on Jacobs Documentary and the Reading

Reading

Rothstein, *The Color of Law*, 139-176

<https://www.bunkhistory.org/resources/urban-renewal-in-virginia>

Hayter, *The Dream Is Lost*, Chapters 3 and 4

Section III: Urban History and Richmond Politics in the Modern Era

Week Ten: The Twilight of the 20th

October 27: *The Dream* (Final Project Prompt)

Hayter, *The Dream Is Lost*, Chapter 5 and Conclusion

Chiles, *Here We Go Again*, **(C) Entire Article**

October 29: *How the Monuments Came Down*

Reading

Williamson, et al, *The Making of Twenty-First Century Richmond*, Chapters 1 and 2

<https://www.bunkhistory.org/resources/perspective-richmond-tore-down-its-statues-and-revealed-a-new-angle-on-history>

Week Eleven: Moving Forward

November 3: Richmond Now

Reading

Williamson, et al, *The Making of Twenty-First Century Richmond*, Chapter 3 and 4

<https://www.bunkhistory.org/resources/redlining-and-gentrification>

November 5: Future of Richmond

Reading

Williamson, et al, *The Making of Twenty-First Century Richmond*, Chapters 5, 6, and 7

Week Twelve: Consultations (Annie /me)

November 10: Working on Projects in Class

NO READINGS—WORK ON RESEARCH

November 12: Individual Consultation for Presentations (optional)

Week Thirteen: Presentations

November 17: Presentations

November 19: Presentations

Week Fourteen: NO CLASS—Thanksgiving Break



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Week Fifteen: Presentations

December 1: Presentations
December 3: Presentations

Week Sixteen: Final Discussion

December 8: Final Discussion

Final TBD

¹ If you've made it this far, approach **me before class** on September 1st. Ask about the final exam in December and remind me of your ability to read syllabi thoroughly.