

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*

E-mail: jhayter@richmond.edu

Phone: 804-287-6083



Course Meetings: Tuesday and Thursday, 10:30am to 11:45am, 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 population 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 some seen or unforeseen 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 leading the development of this new proximity. The United States is no exception to this rule and the future of humanity is contingent upon our understanding of, and acting in, an urban context. In fact, America has been essential to the process of modern 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.

Ignorance of these seismic population shifts won't stop them from happening. 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.

On the one hand, cities have been shaped by people organizing strategies to maximize various opportunities and alleviate group vulnerability. On the other hand, people have organized urban 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.

Primarily, this course argues that *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.

Cities are the result of brilliant human innovation. They not only merely negotiations between the built and natural environment, but people have also brought their prejudices to bear on what these spaces should and should not look like.

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. These are fundamentally matters 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. 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

1. Students will analyze questions about past events, ideas, and human worlds (political, cultural, social, economic, and/or physical).
2. Students will demonstrate historical thinking by contextualizing and analyzing primary sources and evaluating the nature and limits of historical evidence.
3. Students will apply interpretations and methods employed in the given area of historical study.
4. Students will formulate, advance, and properly document historical arguments, drawing on a combination of primary sources, secondary sources, and other research materials appropriate to the given area of historical study.

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! 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. **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".
5. **Pledging: 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.
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. **Generative AI tools** are authorized for use in this class for the following activities only—StoryMap project. 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 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.**

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:	35% of final grade
Research Presentations:	20% of final grade
Reading Response Paper:	20% of final grade
Exams:	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. Paper

- a. Each student will write **one** 800 to 900-word critical thinking, summarization-based essay (example: using two readings & two pieces of your choosing from Bunk History, explain how history helps us reimagine local leadership? How did people rationalize and respond to matters of context?) 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.

i. Paper Due Date: **Monday, February 23—prompt to come**

2. Group Project: Where History Intersects

- a. 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.
- b. 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?

i. Prompt to come!

3. Discussion Questions

- a. 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. February 12

2. February 26
3. April 2
- 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
4. **Mid-term: Thursday March 5**
5. **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 January 15 will appear beneath the heading on January 13.**

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

***BB**=reading on Blackboard

Section I: History

Week One: Thinking About Cities

January 13: Course Introduction

Reading (for January 15 immediately below)

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

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

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

January 15: Thinking Broadly about Cities

Reading

Tarter, *Grandeas of Government*, Prologue and 1

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

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

January 20: Thinking about Context

Reading

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

January 22: 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

January 27: Annie Evans and *Bunk History*

Reading

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

January 29: The Politics of Post-Reconstruction

Reading

Tarter, *Grandeas of Government*, Chapters 10

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

Week Four: From Plantation to Peonage

February 3: Beyond Reconstruction

Reading

February 5: NO CLASS

Reading

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

Week Five: Peace and Tranquility—Progressivism and Segregation

February 10: The Virginia Way

Reading

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

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

February 12: Discussion

Reading

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

<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

February 17: Up From Filth

Reading

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

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

February 19: 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>

Monday, February 23, 11:59pm—Paper Due

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

February 24: Concretization

Reading

Hanchett, *The Other "Subsidized Housing"*, full article **(BB)**
<https://www.bunkhistory.org/resources/redlining>

February 26: Discussion on Jacobs Documentary and the Reading

Reading

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

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

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

Week Eight: MIDTERM WEEK

March 3: Study Session

Reading

NO READING

March 5: **Mid-term**

Reading

Hayter, *The Dream Is Lost*, Introduction

SPRING BREAK, MARCH 6 TO MARCH 16—relax, be safe, decompress (or don't)



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

March 17: Losing the Dream

Reading

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

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

March 19: Discussion Hayter (begin projects)

Reading

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

Week Eleven: The Twilight of the 20th

March 24: *ArcGIS Walkthrough*

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

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

March 26: *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 Twelve: Moving Forward

March 31: 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>

April 2: Discussion on the Future of Richmond

Reading

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

Week Thirteen: Consultations

April 7: No Class

NO READINGS—WORK ON RESEARCH

April 9: Individual Consultation for Presentations (optional)

Week Fourteen: Presentations

April 14: Presentations

April 16: Presentations

Week Fifteen: Presentations

April 21: Presentations

April 23: Presentations

Final Exam Week: TBD