

History 1669/Afrca 1538: History of Black Pittsburgh

Wednesdays 6-8:30pm CL216
 Professor Larry Glasco, History Department
 3534 Posvar Hall

Spring 2009
 Tel: 412.648.7486; email: larryglasco@yahoo.com
 Office Hours: Tu/Thurs 2:30-3:30pm & by appt

Texts:

Bolden, et al., *Legacy in Bricks and Mortar*
 Glasco, *W.P.A. History of the Negro in Pittsburgh*
 Ruck, *Sandlot Seasons*

August Wilson, *Seven Guitars*
 Mindy Fullilove, *Root Shock*

This course will provide a general overview of the history of black Pittsburgh. Students are expected to do the reading before class and come prepared to discuss. The class relies on active, committed student participation. For that reason, attendance is important, and you must be prepared to deliver your reports on the dates assigned. Unexcused absences, failure to participate in discussions, and/or failure to present papers on the due dates will result in a letter grade reduction.

There are no examinations. Grades will be based on (1) a series of seven essays on the week's reading (65%). There are ten readings in total. If you do more than seven, the best seven grades will be averaged for the final course grade; (2) a group-produced documentary history of one of two key institutions in 20th century black Pittsburgh—the FROGS social organization and Greenlee Field. (25%); (3) attendance and class participation (10%).

The FROGS is black Pittsburgh's oldest surviving elite men's club. Set to celebrate their 100th anniversary next year, members approached us to help prepare a documentary history of the organization based on the Courier and on interviews with members. Most students will be involved in the Courier project, but those wishing extra credit are encouraged to contact me about interviewing one or more members.

Greenlee Field is the fabled site where the Pittsburgh Crawford team played baseball. This spring a conference on the Negro Leagues will take place in Pittsburgh, and it is possible we may be able to present a paper at that conference. The documentary reports on these two institutions will consist primarily of pdfs and reproductions of the articles, interspersed with commentary about the articles and about other trends (national and local) at the time.

Jan	7	Introduction	In class: students sign up for year(s) to extract <i>Courier</i> articles on the FROGS; A smaller group of 6 students will extract <i>Courier</i> articles on Greenlee Field. Preference to students who will be here in the spring.
	14	Overview Pittsburgh History Read: <i>Legacy in Bricks & Mortar</i> ; <i>WPA History of the Negro in Pittsburgh</i> , Chapter 1 (“Shadow of Plantation”). Watch video: “Wylie Avenue Days” Essay: Chapter 1 of the <i>WPA History of the Negro in Pittsburgh</i> (“Shadow of the Plantation”) presents a very different view of the Hill District than does the video “Wylie Avenue Days” whereas <i>Legacy in Bricks & Mortar</i> presents a historical overview of black Pittsburgh. In a 2-page essay (typed, double spaced) compare and contrast views in “Shadow of the Plantation” with “Legacy” and “Wylie Ave Days”. Can you think of any way to reconcile these contrasting views?	Student reports on problems with and/or findings from their extracted pdfs To extract: http://sslvpn.pitt.edu > Login > Pitt Digital Library > Find Articles (on left of screen) > scroll down to “News & Current Events” > Pittsburgh Courier > Connect > enter search term [frogs or “greenlee field”] Save the extracted <i>Courier</i> pdfs to a flash drive or cd with the article’s date, your name, and (if available) the article’s title. For ex: 1934-02-04-Jones-FROGS stage annual picnic [for date Feb 4, 1934]
	21	Chap. 2, “Negro on the Frontier”	Students submit Courier pdfs, either via email or cd
	28	Chap. 3, “Early Community, 1815-1861”	Students working on FROGS divide up for specific decades, and to exchange tel nums. Distribute decade-pdf cd’s and Glasco’s decade-by-decade essays on black Pittsburgh to students.
Feb	4	Chap. 4, “Abolition Years, 1820-1861”	Groups meet in class to clarify procedure
	11	Heinz History Center tour	No assignment other than prepare group documentary reports
	18	Turn of the Twentieth Century Read: Glasco, “Taking Care of Business”; Glasco, “High Culture in Black Pittsburgh”; Mitchell, “Negating the Nadir” (These are on-line)	Preliminary student group reports on decade’s giving 50-100 most interesting articles and/or developments for that decade. Documentary reports should be both on cd and printed out.
	25	The Great Migration and its Aftermath Read: Ruck, <i>Sandlot Seasons</i> (chaps 1-3)	Work on group reports; Students give tentative reports to class on decade trends
Mar	4	The Rise of professional sport in Pittsburgh Read: Ruck, <i>Sandlot Seasons</i> , chaps. 4-6	Drafts due of written and cd version of report.
	11	Daily life and ritual in the 1940s Read: Wilson, “7 Guitars”	
	18	Spring Break	Return drafts with comments
	25	Urban Renewal and its Consequences Read: Fullilove, <i>Root Shock</i> , chaps. 1, 3, 7, 8	Final documentary reports due
Apr	1	Civil Rights and the Post-Civil Rights Era Read: Glasco essays (available on the web)	Class reports on FROGS and on Greenlee Field by decade
	8	Pittsburgh today & Hill developments UCSUR articles (available on the web)	
	15	Hill Walk	
	22	Debrief	

Beginning January 21: For each of the weekly readings, bring to class a two-page, typed essay (250-500 words) that describe the central argument of the reading(s), and what you see as the key arguments or evidence supporting that central

argument.

Readings on the web can be accessed at www.angelfire.com/jazz/larryglasco

Things to look for in FROGS articles in Courier:

1. FROG week: Where was picnic held? Any other events? If so, what and where were they held? Who attended? From what cities or states? How many attended? Any information on officers or members of the FROGS? Any talk of their wives' auxiliary, the Ducks?
2. Other FROG activities: Any other notices of the FROGS activities? Describe. Mention of activities of individual FROG members? What activities?
3. Pittsburgh: Notable activities in Pittsburgh during this period that the Courier featured? Check "Wylie Avenue" column as well as Society Page
5. National/International: Any major national or international events that might give good background and context to FROGS activities. For example: A Great Depression, a war, a lynching, civil rights activities.

For Greenlee Field:

1. Games played, with results, fan attendance. Any notable information.
2. Other Greenlee Field activity or activity by Gus Greenlee himself that is notable or interesting
3. Pittsburgh: Notable activities in Pittsburgh during this period that the Courier featured? Check "Wylie Avenue" column as well as Society Page
5. National/International: Any major national or international events that might give good background and context. For example: A Great Depression, a war, a lynching, civil rights activities.

Preferred format for essays:

1. *Introductory Paragraph*: This paragraph will provide, in 1-3 sentences, the Main Argument of the reading. Subsequent sentences in this Introductory Paragraph (1-2 sentences each) will briefly identify each of the Primary Supporting Arguments for that Main Argument.
2. *Supporting Paragraphs*. Each Supporting Argument mentioned in the Introductory Paragraph will be developed in its own paragraph, i.e., one paragraph for each Supporting Argument. The supporting argument should be stated in the very first sentence of the paragraph. Subsequent sentences will provide 1-3 Examples or Evidence for that Supportive Argument.
3. *Concluding paragraph*. This paragraph is free-form. Here you can reflect on the significance of the chapter or of one or more of the arguments, of whether you find the material convincing, of what intriguing questions it raises, and the like.