**(Dis)Placed Urban Histories, Spring 2018**

**Journal Assignment #2**

For this assignment, I want you to go deeper into the historical readings you have completed (i.e. Evelyn Gonzalez’s chapters from *The Bronx: A History* and Johanna Fernandez’s article on the Young Lords) by investigating ***with empathy*** the historical subjectivity\* of the different actors that are described. At the same time, I want you to take seriously Cathy Stanton’s reminder that, even as historical activists, we must employ “objectivity and rigor” as best we can in our investigations.

In class, you will choose a “role” played by a historical subject, such as a police officer, urban planner, Puerto Rican homeowner, White renter, or Young Lord activist. Put yourself in this person’s position in the year 1970 in the South Bronx. Reviewing and referring to the readings, see if you can answer the following questions *in narrative form*:

1. What might this person’s good intentions be?
2. What might this person’s bad intentions be?
3. What rational decisions would this person have to make on a day to day basis given her or his position in the South Bronx at this point in its history?

At the end of your assignment, please list 1-2 terms, or historical references you want explained, or questions you have about what we have read in class so far.

\*What do I mean by historical subjectivity? I mean the ways in which we are all in some way created by our historical circumstances. The options we have in life are often determined by our historical moment, as are our attitudes and access to new or different types of knowledge. Certainly we can overcome some of the obstacles our historical moment puts in front of us, but, at the same time (and to put a finer point on it) we can’t fly planes if planes haven’t been invented yet.