**Frederick Douglass Academy**

**Advanced Placement European History**

**Mr. Murphy**

**New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries**

**Homework #2: 424 - 435 (Stop at “Pascal”)**

**Due Friday, 10/18/2013**

**Here are some of the big ideas that are connected with this section in our study of this time of great thinkers are New Ideas.**

1. Thomas Hobbes, who will be a witness to the devastation of the English Civil War, will compose the Leviathan, where he not only reassess what is is to be human, but offers his perspective on man in his natural state, as well as the preferred, necessary, style of the Social Contract, between the Monarch and the people.
2. John Locke will follow Hobbes, and it will be very clear, give his personal background, and the publication of two of his seminal works, an Essay Concerning Human Understanding, and Two Treatises on Government, a *Social Contract* that will be in direct opposition to Hobbes.
3. An interesting phenomenon during this time will be formation of Scientific Societies, that will be independent from any University or Royal Court. This independence allows for real experimentation and discovery, and will have a very real impact on the lives of many associated with it.
4. In our continuing study of “Historical Relativity” we have a section dealing with Women in the Scientific Revolution. focus here is on those that actually are participants, and, of course, many of the policies existent that would prevent their participation.
5. The “Case of Galileo” is an interesting picture of the continued fear and aggression of the Roman Catholic Church in regards to scientific discovery.

**Discussion Points:**

1. Detail how Thomas Hobbes proposed a very radical view of the Mankind, differing from the classical portrayal of Christianity, and then detail the major ideas that Hobbes presents concerning “Man in a State of Nature.”
2. What parts of John Locke’s “backstory” provide an explanation of his very different view on how the Monarchy should be structured, and detail how his view of Man in his “Natural State” reflected the zeitgeist of the Glorious Revolution.
3. Explain why the Scientific Institutions like the Royal Society of London and well as the French Academy of Science represented a break from Aristotelian and Scholastic styles of learning, and show how they provided a very real world approach to the Sciences.
4. Profile at least two Women who were true participants in this Revolution in Science, and then detail the societal prejudices that restricted greater involvement.
5. What actions were taken by Galileo that brought him under the scrutiny of the Papacy, and describe the result of this trial in 1633.

**Document Analysis:**

***Descartes and Swift Debate the Scientific Enterprise* (432 - 433)**

For this “Compare and Connect”, Rene Descartes and Jonathan Swift provide very differing views on the validity and importance of *Natural Knowledge*.

1. Provide me with the positive aspects of Scientific investigation as provided by Descartes, and the detail how satirist Jonathan Swift attacks this new age in the selection from Gullivers Travels.

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| **Rene Descartes** | **Jonathan Swift** |
| **Primary ideas in support of Science** | **How is learning satirized by Swift** |