Name :	Assigned:	Due:
Thomas Hobbes and John Locke	_	

Assignment 1:

Thomas Hobbes was born in London in 1588. He received his college education at Oxford University in England, where he studied classics. After witnessing the beheading of Charles I, Hobbes traveled to other European countries to study different forms of government. During his time outside of England, Hobbes became interested in why people

allowed themselves to be ruled and what would be the best form of government for England. In 1651, Hobbes wrote his most famous work, entitled *Leviathan*. In it, he argued that in a **state of nature** (without government and with total freedom), people were naturally wicked and could not be trusted to form their own government. Therefore, Hobbes believed that an **absolute monarchy** - a government that gave all power to a king or queen - was best.

Directions: Read selections from Thomas Hobbes' *Leviathan* below in the left hand column. In the center column, paraphrase Hobbes' writing. In the right hand column, engage in any of the active reading strategies we have been discussing in class.

Selections from Thomas Hobbes' Leviathan	Paraphrase	Active Reading Strategies
It is clear that during the time men live without a power to keep them all under control, they are in that condition which is called war This natural condition of man is a condition of war of everyone against everyone.		
To this war of every man against every man, this also is consequent ¹ ; that nothing can be unjust. ² The notions ³ of right and wrong, justice and injustice have there no place. Where there is no common power, there is no law, no injustice.		
In such a condition there is also no place for knowledge, for arts, for society There is a continual fear and danger of violent death, and the life of man is solitary, poor, nasty, brutish, and short.		

¹ consequent: true

² **unjust:** unfair

³ **notions:** ideas

⁴ **solitary:** lonely

⁵ **brutish:** brutal, violent, uncivilized

The only way to create a power that may be able to defend men from their own evil nature is for them to confer ⁶ all their power and strength upon one Man, that may reduce all their wills ⁷ into one.	
By giving all strength onto this one man, that by terror thereof, he is enabled to establish Peace at home, and defense against their enemies abroad.	
In this one man should lay all the legislative ⁸ power First, it is important to note that law in general is not advice, but a command; nor a command of any man to any man, but only of him whose command is addressed to one formerly obliged ⁹ to obey him.	
Secondly, the sovereign ¹⁰ is not subject to the law. For having power to make and repeal ¹¹ laws, he may, when he pleases, free himself by repealing those laws that trouble him, and making new ones	
Laws should have clear rewards to encourage virtue ¹² in citizens, but more importantly, clear punishments to discourage the evil qualities that man is prone ¹³ to. For it is only out of a fear of some evil consequence that men are compelled ¹⁴ to act certain	

ways.

⁶ **confer:** grant, give

⁷ will: ability to act independent, do what you want, "free will"

⁸ **legislative:** law writing

⁹ **obliged:** obligated, mandatory, has to

¹⁰ **sovereign:** ruler, person in charge, person with power

¹¹ repeal: get rid of, undo

¹² **virtue:** good qualities

¹³ **prone:** having a tendency to do something

compelled: forced to

Assignment 2:

John Locke was born in 1632 in England. Like Thomas Hobbes, John Locke lived during tumultuous times in England's history. In his adult life, Locke witnessed the Glorious Revolution of 1688, the writing of the English Bill of Rights, and the placing of William and Mary on the throne of England. During this time of upheaval, Locke decided to lay out a theory for determining when governments are just or unjust. His most famous works on government were the *Two Treatises of Government* and *On Civil Government*. In it, he argues that in a **state of nature**, people are good and can be trusted to form their own government. Since the people form the government, the government must have the **consent of the governed**, or the permission of the people to rule over them. He also argues that people enter into society and form a government in order to protect the **natural rights** that all people are born with. Most importantly, he argued that when a government is unjust, it has broken the **social contract** and people have a responsibility to overthrow it and start a new one. This idea had a huge influence in revolutions in the 18th and 19th centuries.

Part 1 Directions: Read selections from John Locke's *On Civil Government* and *Two Treatises of Government* below in the left hand column. In the center column, paraphrase Locke's writing. In the right hand column, engage in any of the active reading strategies we have been discussing in class.

Selections from John Locke's On Civil Government and Two Treatises of Government	Paraphrase	Active Reading Strategies
To understand political power aright ¹⁵ , we must consider what state ¹⁶ all men are naturally in, and that is, a state of perfect freedom to order their actions and do with their possessions what they think fit, and without depending upon the will ¹⁷ of any other man		
The state of nature has a law of nature to govern ¹⁸ it, which obliges ¹⁹ every one: that being all equal and independent, no one ought to ²⁰ harm another in his life, health, liberty, or possessions		
This is because I have reason to conclude ²¹ , that he who would get me into his power without my consent, ²² would use me as he pleased when he		

¹⁵ **aright:** correctly ¹⁶ **state:** condition

 $^{^{17}}$ will: the power to do something, the ability to act independently

¹⁸ govern: rule

¹⁹ **obliges:** obligates, makes you follow

ought to: should
 conclude: believe
 consent: permission

had got me there, and destroy me too when he had a fancy ²³ to it	
This is because nobody can desire to have me in his absolute power, unless it be to compel ²⁴ me by force to that which is against the right of my freedom, i.e. make me a slave. In this case, it is my right to resist such attempts.	
The reason why men enter into society, is the preservation ²⁵ of their property; and the end ²⁶ why they choose and give power to a government, is, that there may be laws made, and rules set, as guards and fences to the natural rights of all the members of the society, to limit the power, and moderate ²⁷ the dominion ²⁸ , of every part and member of the society.	
But whensoever the government puts into the hands of any other an absolute power over the lives, liberties, and estates ²⁹ of the people, by this breach ³⁰ of trust they forfeit ³¹ the consent ³² of the people to rule over them	
resume their original liberty, and by the overthrowing and establishment of a new government, provide for their own safety and security.	

fancy: desire

24 compel: push, force, oblige

25 preservation: protection

26 end: reason

27 moderate: limit

28 dominion: power

29 estates: property

30 breach: violation

31 forfeit: give up. lose

³¹ **forfeit:** give up, lose ³² **consent:** permission

Part 2 Directions: The reason we care about John Locke and his philosophy is that it had a huge influence on democratic governments today. For this section of the assignment, read the parts from the U.S. Declaration of Independence in the left hand column. In the right hand column, explain which of Locke's ideas the parts of the Declaration of Independence relate to and why.

U.S. Declaration of Independence – Preamble	Which of Locke's ideas it relates to <i>and why</i> (natural rights, consent of the governed, or the social contract).
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."	
"That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."	
"That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."	

Assignment 3:

To finish up our discussion of how Locke and Hobbes represented opposing views of human nature, government, and society, choose from one of the options below. Complete this assignment over the weekend and turn it in on Monday.

Option 1: Write two academic paragraphs comparing and contrasting John Locke's and Thomas Hobbes' views of human nature and government. Vocabulary words/terms/phrases that must be included: **state of nature, social contract, natural rights, absolute monarchy, consent of the governed**.

possible sentence starters: (remember, this is only a guide – use your own voice)

Thomas Hobbes and John Locke were two philosophers who had very different ideas of
human nature. Thomas Hobbes believed(in 3 or more sentence, describe Thomas Hobbes
view of human nature, use your notes and information in this packet to help) In contrast,
John Locke believed that(in 3 or more sentences, describe John Locke's view of human
nature, use your notes or information in this packet to help)
Because of their views on human nature, Hobbes and Locke also disagreed on the best
form of government. Thomas Hobbes believed the best government was (in 3 or more
sentence, describe Thomas Hobbes views on government, use your notes and information in this
packet to help) In contrast, John Locke believed that the best government was (in 3 or
more sentences, describe John Locke's views on government, use your notes or information in this
packet to help)

Option 2: Write a dialogue between Thomas Hobbes and John Locke. In it, they should be arguing with each other about human nature and the best form of government. Vocabulary words/terms/phrases that must be correctly included: **state of nature, social contract, natural rights, absolute monarchy, consent of the governed**.

Example:

John Locke: "Oh hey Hobbes, you cranky old man, what are you up to?"

Thomas Hobbes: "Oh hey John Locke, I was just thinking about how horrible human beings are when they are in the state of nature."

John Locke: "Why would you think that?"

HB: "Well, you see......"

JL:

Option 3: Create a facebook profile for *both* Thomas Hobbes and John Locke. Use the attached template.

- 1.) Print off a picture of Thomas Hobbes and John Locke and paste into their profile picture.
- 2.) Under **About**, provide a brief biography of each philosopher.
- 3.) For **favorite quotes**, go back to the sources you paraphrased and choose two quotes that you think best highlight their view of human nature and society.
- 4.) For **current status** and **wall posts**, write down things Thomas Hobbes and John Locke would post about human nature, government, law, etc. In the wall posts, the following words must be correctly used: **state of nature, social contract, natural rights, absolute monarchy, consent of the governed.**
 - note: on two wall posts, one philosopher has to respond to what the other has said.

facebook	Home	Profile	Friends	Inbox	So	ettings	Logout
		_ Curren	t Status:				
		Like	Commont			32	24 Years Ago clear
John Lock	æ	_ Like	Comment Wall Info	Photos	Links	Events	Notes
About:		Wall: John Lo					
			Thomas Hol	obes:			
		John Lo 324 Year					
Favorite Quotes:							
Tavonic Quotes.		John Lo					
		324 Year	rs Ago				
			Thomas Ho	nhoc:			
			THOMas Ho	Jues.			
		John Lo					
		324 Year	rs Ago				

facebook	Home	Profile	Friends	Inbox	Setting	s Logout
		 Curren	t Status:			
						362 Years Ago clear
		Like	Comment	DI .		. N.
Thomas He	<u> </u>	_	Wall Info	Photos	Links Ever	nts Notes
Thomas Ho	bbbes					
A la contro		Wall: Thoma	s Hobbes			
About:		362 Year				
			John Locke:			
			s Hobbes			
		362 Year	s Ago			
		Theme	s Hobbes			
		362 Year				
Favorite Quotes:						
			John Locke:			
		Thoma	s Hobbes			
		362 Year	rs Ago			