Core 1: Weekly Response Week #

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Due in hard copy and/or on turnitin.com the first discussion section class following lecture.

Name: Majok Ring Date: 2/4/15

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Lecturer: Christopher Viney

Lecture Title: “Shifting the Origin: The Legacy of Copernicus, Galileo and Newton”

Lecture’s Central Argument: Everything within the universe shifts. Matter, time, and even ideas are subject to inevitable change. Viney utilized numerous philosophers and scientists to show their impact on their world’s beliefs and also show how each revolutionary concept ultimately stems from a previous discovery. This means that science is a building process in which can always be refined and tweaked to achieve greater understanding.

Lecture’s Supporting Evidence/Examples: Our lecturer used examples from the feuding elements between the Catholic Church and enlightenment thinkers. Using individuals such as Johannes Kepler, he stated that enlightenment thinkers followed a process of reiteration and did not necessarily follow a linear model. This means that instead of disregarding the information they knew at the time and starting from the beginning, they instead took advantage of the benefit of appropriating the knowledge of those before them. In the case of Johannes Kepler (1587–1591), he used data already collected by Tyco Brahe in order to further his understanding of the planetary laws.

Three questions you have with respect to this lecture:

* With regard to today’s institutions, should there be less restrictions on shared research in order to further common knowledge?
* What led to increased stigma against enlightenment thinkers?
* Why should we accept the simpler conclusion even if both approach the same result?

Other Core 1 subjects to which the lecture might be related: David Freedman: “When is a Planet Not a Planet?”

Within this week’s lecture by Christopher Viney, our focus remained primarily upon the process in which knowledge is spread and attained. In terms of scientific advancements, Viney touched upon the ideas that famous thinkers such as Newton, Galilei, Bacon, and Locke utilize data from other scientists/ the past in order to determine our viewpoint on the future and work towards substantiating these claims. In simpler terms, science is an additive process. Take for example the reading of “When is a Planet Not a Planet?” by David Freedman. Here he speaks about the previously controversial debate on Pluto’s legitimacy as a planet. He describes researchers Jewitt and Luu discovering 60 objects in the Kuiper belt, which Gerard Kuiper suggested the existence of. Using the suggestions by Kuiper, Jewitt and Luu worked starting from Kuiper’s findings and eventually convinced more scientists of this theory “As a result, few astronomers now question that Pluto should be regarded as a member of the Kuiper Belt” (Freedman 4). This is also an example of shifting an origin. We can choose our starting point to be any place in time and work from there. If it is more efficient/simpler to work from another individuals findings, we can shift our own origin and start from there.