

Reading Quiz 0.2 part II, and 1.1 - INTD290

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1 How to Submit this Assignment

Once you answer the questions, take a picture of your work and convert it to a PDF. Submit the PDF to the assignment link on Moodle.

2 Nueva España

1. Discuss some examples of the book trade between France, Spain, and New Spain. What is the implication for the growth of Enlightenment knowledge in New Spain?

Since literature with Enlightenment ideals was being restricted, educators, students, and scientists had to smuggle and hide books.

2. This implies that growth of the Enlightenment in New Spain was slow but progress was made because it was a priority.

3 Nueva Granada



Figure 1: A map of the Northern edge of South America and the Caribbean.

1. On Fig. 1, label the locations of the following cities:

- Quito, Ecuador
- Santa Fe (de Bogotá), Colombia
- Caracas, Venezuela

2. List the universities in each of the above cities. Which ones were founded with Enlightenment ideals in mind, and at which ones were taught concepts from Newtonian (as opposed to Scholastic) physics?

Quito, Universidad Gregoriana: Enlightenment

Santa Fe, Universidad Javeriana: Enlightenment

Caracas, Universidad de Caracas: Copernicus and Newton

4 Comparisons of Adoption of Scientific Revolution

1. What do the contrasted examples of José Ignacio Bartolache and José Celestino Mutis say about the acceptance of the Scientific Revolution in the different *virreinos*? Give examples of the accomplishments of each person, and give context for the acceptance of the work of each in their respective *virreinato*.

Bartolache was a physician and mathematician whose work showed that Creoles accepted and adapted to modern scientific culture and made intellectual formation a priority. Mutis was a doctor and naturalist who curated modern content in his library. Bartolache made contributions in medicine, chemistry, astronomy etc and Mutis made contributions to the "useful arts".

2. Discuss the educational roles of the Jesuits and the Dominicans in Nueva Granada¹. When did the Jesuits leave Nueva Granadan education, and why? How did the Dominicans operate educational institutions as they asserted control over various universities? From 1736-1767 the Jesuits were thrown out of Spanish territory for their eclectic teachings. Santa Fe was institutionalized and colleges were reformed in 1767-1783. In 1783-1803 Dominicans recovered their power in these institutions.

3. Eventually, the Spanish Crown took control of education. How did this happen, and more importantly, why would the Crown wish to do this? Now turn your attention to the time before the Spanish Crown took over education. This one is worth a bonus point. How did control of education grant political control? Why would the power to confer degrees give someone political power? During the 1700s the Spanish Crown took control and developed ways to repress the education system and books in the *virreynato*. Since the crown had more money they were able to control the systems. The Jesuits had eclectic teachings so they were kicked out but then the Dominicans also had interesting views and wanted to eliminate privileges in the *vice* *royalty*. If the crown had control of education, they would influence the citizens' opinions and make them believe propaganda.

5 Advent of Newtonian Physics in Nueva Granada

1. Discuss the significance of the geodetic expedition of Charles de la Condamine in 1735. What was the goal? What were the cultural outcomes for Creole peoples, according to the writings of Alexander von Humboldt? Condamine had a geodetic mission to the *vice* *royalty* of Peru. They arrived and discussed science and the enlightenment. This mission was unsuccessful as the people did not respond well.
2. Which Catholic religious order first taught Newtonian physics in Nueva Granada?

- Carmelites
- Dominicans
- Franciscans
- Jesuits

Did this order always teach Newtonian physics?

They did not always teach Newtonian physics but began to teach in response to the Enlightenment.