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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?

One main example of the book trade between France, Spain, and New Spain is found on page sixty: "For example, the eighteenth-century's intense trade in books written in French to Hispanic America had its main seat in Cadiz, Seville, and Lisbon" (Saldaña 60). This example of the book trade implicates that New Spain had no way of obtaining the knowledge from the Enlightenment through common libraries since the Jesuits excluded works and texts from them. Due to these circumstances, the book trade was the only way the people of New Spain could "grow" their intellect when it came to the Enlightenment. Therefore, the implication for the growth of Enlightenment knowledge in New Spain mainly came from the book trade since that was the only way non-Creole people would be able to access these ideas and knowledge.

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 Scholastic) physics?

Santa Fe (de Bogotá): Universidad Javeriana {Enlightenment
Philosophy}

Caracas: Universidad de Caracas {Did not allow the introduction
of Copernicus's & Newton's
theories until 1788}

Quito: Universidad Gregoriana
{Allowed the concepts
from Newtonian
physics to be taught}

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 virreynatos? Give examples of the accomplishments of each person, and give context for the acceptance of the work of each in their respective virreinato.

- José Ignacio Bartolache: Found that science and religion were not incompatible by studying the scientific mystery alongside the scientist Alzate. Bartolache also left his library (after his death) which consisted of 497 works that he published.

- José Celestino Mutis: Taught the first ever modern mathematics and physics courses at the Colegio de Nuestra Señora del Rosario. Mutis introduced Linnaean botany and reforms in medicine.

These contrasting examples of José Ignacio Bartolache and José Celestino Mutis prove that New Spain and New Granada (los virreynatos altogether really) all accepted the Scientific Revolution in obviously different ways. When José Ignacio Bartolache was studying the mystery of the Guadalupeana he had to become well versed in what he was saying so he would not be convicted with nonreligiosity or heresy. Oppositely, José Celestino Mutis' scientific career was welcomed by the viceroyalty of New Spain, more specifically, he was the viceroy's doctor, which made it easier for him to study and teach science and math.

2. Discuss the educational roles of the Jesuits and the Dominicans in Nueva Granada. When did the Jesuits leave Nueva Granadan education, and why? How did the Dominicans operate educational institutions as they asserted control over various universities?

The educational roles of the Jesuits and the Dominicans in Nueva Granada was to oversee what is taught, and to obviously preach about religion. The Jesuits left Nueva Granadan education in 1767 due to them being expelled by the Crown. The Dominicans operated educational institutions as they asserted control over various universities by creating their own public university and have secular control of it.

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?

The Spanish Crown took control of education by "the home country manifesting its decision to exercise total control over courses of study, professors, students, and textbooks" (Saldarña 115). The reason(s) the Spanish Crown took control of education due to a dispute between Enlightenment vectors and the Scholastic tradition.

The control of education / the power to confer degrees granted political by being able to control who learns what, thus being seen as a higher intellectual. The reason this would give political power to someone is because they would be the main driving force of the new generations.

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?

The goal of Charles de la Condamine's geodetic expedition was to measure geodetic measurements, settle territorial limits and build fortifications.

According to the writings of Alexander von Humboldt, the cultural outcomes were "that the interest in scientific investigation in these territories should be attributed, among other factors, to the influence exerted by Bourguer and La Condamine's expedition" (Saldaña 90-99).

2. Which Catholic religious order first taught Newtonian physics in Nueva Granada?

- Carmelites = Third

- Dominicans = First

- Franciscans = Second

- Jesuits = Fourth

Did this order always teach Newtonian physics?

NO, they first taught Copernican / metaphysics.