

# 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?

New Spain saw a large import of books from France and Spain at rates comparable and sometimes greater than European sales like in the case of the Deville Brothers from Lyon France. French booksellers even moved to Latin America to further develop business. Even books banned in the inquisition saw their way over as smuggling was so prevalent efforts to stop it did little to curve the wave of prohibited texts.

- 2.

## 3 Nueva Granada

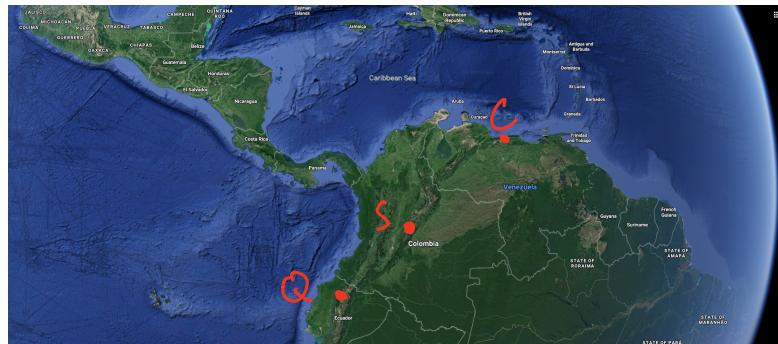


Figure 1: A map of the Northern edge of South America and the Caribbean.

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

- Quito
- Santa Fe (de Bogotá)
- Caracas

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?

Quito: Universidad Georgiana - Enlightenment

Santa Fe: Universidad Javeriana - Enlightenment and later Newtonian.

Caracas: Universidad de Caracas - Newtonian

## 4 Comparisons of Adoption of Scientific Revolution

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

Jose Bartolache in Nuevo Espana had a large collection of scientific books and instruments, he also was the publisher of newspapers and magazines on the sciences. Jose Mutis was one of the leading scientists in Nuevo Granada, he led expeditions, taught classes, created scientific societies, and defended Copernican ideas in the face of Spain. The work of Bartolache is even more noteworthy due to the restrictive laws which banned many of the books he collected in his libraries, and his magazines the only real public form of scientific enthusiasm. Meanwhile Mutis was funded by the Viceroyalties on his expedition and played an active role in scientific education and debate. A public figure, Mutis was an “initiator of the scientific movement in the region,” and was supported and utilized by the viceroy to their advantage (82).

- Discuss the educational roles of the Jesuits and the Dominicans in Nueva Granada<sup>1</sup>. When did the Jesuits leave Nueva Granadan education, and why? How did the Dominicans operate educational institutions as they asserted control over various universities?

Groups such as Jesuits and the Dominicans were religious orders who saw their mission to educate people of the world in all things from science to religion, running universities, libraries, and their own private estates. The Jesuits left Nuevo Granada when they were expelled by the crown in 1767, likely for their enlightenment teachings and economic incentive by the crown to take over their properties. Dominican run universities which were supported by the crown found no reason to continue teaching idea of the enlightenment,

- 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?*

Though there was a struggle to occupy the vacuum left by the Jesuits, at the end of the day only the crown had the authority to take over the role of education. Using “royal patronage” the crown could control the universities and public education as a whole. Its hard to think about things you don’t know about, so controlling what people learn is a great way of shaping public consciousness, furthermore degrees aren’t cheap and with how well run the Jesuit institutions were the crown could pick up where they left off and auction off the rest.

It doesn’t matter how smart or qualified a person is if they can’t show a standardized recognized certificate like a degree. Control over who gets degrees is a control over who gets to have important jobs, such as administrative and political roles because those require degrees. So if you control who gets degrees you control who gets to participate in politics.

## 5 Advent of Newtonian Physics in Nueva Granada

- 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 expedition was tasked with measuring the topography, setting borders, and building fortifications. Condamine arrived in Quito and created “a favorable climate for discussing modern science,” the city would go on to become a major player in scientific development throughout the century.

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

- Carmelites
- Dominicans
- Franciscans
- Jesuits

Did this order always teach Newtonian physics?

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<sup>1</sup>It might be helpful to know: Dominican universities were sometimes named *San Tomás*, after Saint Thomas Aquinas (not Saint Thomas the Apostle), because Saint Thomas Aquinas was a Dominican. *San Ignacio de Loyola* was the founder of the Jesuits, and some Jesuit universities are named *San Ignacio*.