

Guide to the Final Exam

- A. Academic Disciplines: Do you have a fundamental understanding of various Liberal Arts disciplines and their way of thinking about the experiences and knowledge? Given a central question raised by an academic field, could you create a question that would guide your research in that academic field?
- B. Goal Setting: How have we discussed goal setting in this class? Can you explain what some of these goal related terms mean?

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| <p>Procrastination and Creativity Registration and the Four-Year Planner Short, Medium, and Long-Term Goals</p> | <p>Control of Free Time Goal Grid Gaming Model for Priorities</p> |
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- C. Academic Writing: What are the four main modes of academic writing (methods of organizing and writing)? How do these help shape the body of your essays and research papers? What do you know about the ideal academic audience? What are the main parts of an essay? Could create a one-sentence-per-level outline for a short essay on any given topic?
- D. Reading Comprehension: What do you recall from your readings in *The Lost City of the Incas* and *Turn Right at Machu Picchu*?

1. People: In this section of the test, you need to be able to identify and/or describe briefly who the following people were. You can expect to answer true/false and multiple-choice questions related to the identity and social-historical importance of these people. When studying their names, try to answer questions like: Why were these people historically or culturally important? How are they related Hiram Bingham or Mark Adams, the discovery of Machu Picchu, the Incan civilization or the Spanish conquest?

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| Agustín Lizárraga | Father Calancha | Orejones |
| Alfreda Mitchell | Francisco Pizarro | Pachacuti |
| Annie Peck | Gonzalo Pizarro | Paolo Greer |
| Atahualpa | John Leivers | Sayri Tupac |
| Aurita Adams | Mr. Travel Guy | Shining Path |
| Chasqui | Manco Capac | Simón Bolívar |
| Chosen Women | Manco Inca | Theodore Roosevelt |
| Diego de Almagro | Melchor Arteaga | Titu Cusi |

2. Places, Objects, Flora and Fauna: In this section of the test you will need to identify the following places, objects, and flora and fauna. In some cases, you will need to provide a short definitions or examples of what each place, object, or flora and fauna was or why it was important. When studying for this section, try to answer questions like: What are these objects/places/flora and fauna? Why were they historically or culturally important?

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| Andenes | Chicha morada | Huaquero | Tambo |
| Apacheta | Choquequirao | Huayna Picchu | Tawantinsuyu |
| Apu | Coca | Incan bridge | Thermopylae |
| Aribalo | Coropuna | Intihuatana | Usnu |
| Ceja de selva | Cuy | Mummies | Vitcos |
| Ceque | Hacienda | Panama Canal | White elephant |
| Champi | Hippy trail | Punahou School | Zampoña |
| Chicha jora | Huilca | Quipu | |

3. Concepts. In this section of the test you will need to explain what the following concepts are and why they were important.

Appropriation
Ayni, Mit'a, Mink'a
Benevolent Despotism
Ceque system
Cultural relativism
Divide and Conquer

Great Incan Rebellion
Guerilla warfare
Hacienda
Hegemony
Jim Crow laws
Mestizaje

Misanthrope
Mitimae
Obligatorio
Puppet government
Soroche
Trepanation

E. Extra Credit: In this optional section of the test you will earn extra points for providing a short explanation of what the following concepts are and why they are important.

1. Spanish Conquest as an enterprise
2. Andean superstition
3. The interrelatedness of the different Incan sites
4. Craftmanship, weaving, pottery, and the *salamandra*